
ESEA Flexibility Request Oregon Department of Education

**Original Application Approved July 18, 2012
Renewal Application Submitted March 30, 2015
Revised Request Submitted July 17, 2015**



Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/eSEA/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAFlexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/eSEA/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAFlexibility@ed.gov.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	A 1 R-A 2
2	Comments on request received from LEAs (if applicable)	A 3 R-A6
3	Notice and information provided to the public regarding the request	A1071 R-A54
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	A 1077
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	A 1098
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A 1099
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	A 1118
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	A 1119
9	Table 2: Reward, Priority, and Focus Schools	A 1125 R-A61
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	A 1130 R-A67
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17	Glossary of Acronyms	A 1187
18	Letters of Support	A 1191

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority

schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Section in 2G.-Monitoring SEA and LEA Improvements, p. 183-187; Ensuring Accountability for Progress, p. 187-190; and Prevention, Support, and Continuous Improvement, p. 190-191.

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State’s mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2) (Renewal Attachment 9)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in

the 2016–2017 school year.

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Renewal Attachment 1) as well as copies of any comments it received from LEAs. (Renewal Attachment 2)
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Renewal Attachment 3)
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
- 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input checked="" type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input checked="" type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Oregon has recently embarked upon a period of significant and comprehensive reforms of its public education system. Beginning in January 2011, former Governor John Kitzhaber and then Superintendent of Public Instruction led several significant processes to obtain input from educators, business leaders, advocacy and parent organizations, and the public. These efforts included:

- Oregon Education Investment Team, a 13 member team created by Executive order and chaired by the Governor, which met from February to September 2011.
- Early Learning Design Team, which met from March to July 2011.
- Education Budget Design Team, which met from April to August 2011.
- Senate Bill 909 Work Group, which included the nominees to the Oregon Education Investment Board (OEIB) that met from September to November prior to confirmation.
- OEIB, a 13 member board created by statute and appointed by the Governor that has been meeting since November 2011.

In addition, the Oregon Business Council sponsored a visioning project known as LearnWorks to support the former Governor and the Oregon Department of Education (ODE) in effort to implement the ambitious package of education reform legislation passed by the 2011 Legislature. More than 30 leaders, including K-12, community college and university educators and administrators, regional service providers, union and business leaders, representatives from communities of color, parent advocates and staff from the Governor's office and ODE spent over 3,000 collective hours developing a vision for Oregon's education system. LearnWorks' recommendations on structuring an integrated, outcomes-focused education system and developing a stronger state system of accountability and supports informed both the work of the OEIB and this application.

In October 2011, in response to the U.S. Secretary of Education's announcement of this opportunity to waive certain aspects of the Elementary and Secondary Education Act (ESEA) and mindful of the vision established by LearnWorks, the Governor's Office and ODE established four ESEA Flexibility Workgroups of approximately 25 members each to create the Next Generation of Accountability for Oregon. The ESEA Flexibility Workgroups included teachers and school leaders, district superintendents, district administrative staff, ODE and the Governor's staff, representatives of various stakeholder organizations statewide, and others interested in shaping the future of Oregon's education system. Attachment 12 details the membership of these workgroups and describes the charge to each.

From mid-November through mid-December 2011, ODE and the Governor's office conducted a survey on the measures, supports, and interventions that should play a primary role in the

state's accountability system. The survey, which was available in English and Spanish, was distributed through various education stakeholder organizations, on ODE's and the Governor's office websites, and through direct mailing to stakeholder lists. More than 6,000 teachers, administrators, school staff, board members, parents and community members responded, more than half of whom identified themselves as teachers or educators. The survey revealed strong support for revising Oregon's accountability system to include more diverse measures of college and career readiness:

- 78.3 percent identified assessments of higher-order thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence) as top priority
- 64.8 percent indicated strong support for classroom-based assessments of proficiency.

These responses shaped the thinking of the workgroups and ODE in crafting this application.

Once the ESEA Flexibility Workgroups completed their tasks, a review panel was established to test the efficacy and coherency of the proposed system. This panel consisted of two of Oregon's most respected superintendents with expertise in serving English language learners (ELLs), the vice-president of the Oregon Education Association (OEA), a member of the State Board of Education, two members of the OEIB, and the vice-president of the Chalkboard Project, the leading teacher effectiveness organization in Oregon.

Prior to and throughout the waiver process, ODE staff presented details around the process to school district staff and other educators. The ESEA Flexibility materials were shared with the Title I Committee of Practitioners (COPs), a representative group of education stakeholders convened to advise the state on its implementation of ESEA Title I, at their fall 2011 meeting and with each revision of the request. Members were strongly encouraged to share their impressions of the proposed request with ODE.

On December 20, 2011, an initial draft of the waiver request was completed and made available for public comment. The draft and an accompanying online survey were made available on the ODE website and through a link posted on the Governor's office website. This opportunity was prominently announced on the home page of ODE's website and through an email message distributed broadly across the education community. Through a series of presentations, ODE engaged the public in the review of the planned response. Attachment 3 details the communication effort undertaken by ODE and the Governor's Office to ensure that a broad representation of the citizens of Oregon were included in this feedback opportunity.

The results of the online survey are detailed in Attachment 2 of this document. Public feedback and results of the survey were carefully considered as revisions were made to the initial draft. Engaging teachers and their representatives has been critical in the development of Oregon's ESEA Flexibility request. Teachers and their representatives were recruited and actively participated in all four ESEA Flexibility Workgroups formed to address the waiver principles and design. Of the 6,072 respondents to the initial survey conducted to develop the basic principles of this waiver, 3,126 (52 percent) indicated that they were currently employed as a teacher or other educator in a school. The survey soliciting feedback on the draft document drew 1,142 responses. Thirty-six percent of those responding to a question indicating their relationship to schools chose teacher/educator in a school.

In response to individual and group outreach, surveys and public comments received from teachers and their representatives, ODE made the following revisions to the waiver application prior to submission:

- Including more information regarding the state’s commitment to increasing capacity to fully support the difficult and important work outlined in the waiver.
- Revising Principle 1 to include a more detailed timeline, and to include plans for ensuring that implementation of the Common Core State Standards (CCSS) is supported at the classroom level through a robust plan for professional development.
- Including more detailed plans to ensure educators have the professional development they need to support all students, including students with disabilities and ELLs.
- Ensuring the timeline for implementation of locally developed teacher evaluation and support systems, and the technical assistance that will be provided to districts, are consistent with state legislation.

Since Oregon’s application for ESEA Flexibility was first submitted, the state’s momentum for improvement has continued. In the 2012 and 2013 legislative sessions, the OEIB put forward significant legislation of education reform described more fully in the Overview section. This legislation was supported by broad coalitions of education stakeholders, advocates of communities of color, employers and parents – including, but not limited to, Oregon Education Association, American Federation of Teachers, Oregon School Boards Association, Confederated Oregon School Administrators, Oregon School Employees Association, Oregon Business Council, Oregon Business Alliance, Chalkboard Project, Stand for Children, and the Coalition for Communities of Color. The two bills passed both houses with strong bipartisan support and were signed into law in early March. Throughout the legislative process, ODE and the Governor’s office worked closely with all stakeholder organizations to collaborate and inform their constituents about the bills and the ESEA Flexibility request.

In addition, since first submitting this request, ODE and the Governor’s office have continued meeting with the ESEA Workgroups around the additional detail provided herein, particularly with respect to Principles 2 and 3.

2015 ESEA Flexibility Renewal

ODE engaged teachers through a variety of formats for professional learning and feedback related to the ESEA waiver:

- During the 2013-14 and 2014-15 school years, ODE provided funds for all districts to establish Professional Learning Teams (PLTs) to support professional learning for CCSS/Educator Effectiveness implementation. ODE sponsored three two-day PLT conferences in three locations of the state each year focused on CCSS and Educator Effectiveness. District teams were made up of at least 50% teachers. Teacher feedback was solicited on various topics at the PLT conferences and for their input on future conference topics.
- In 2013-14, a total of 19,373 Oregon educators (17,418 teachers) participated in the Teaching, Empowering, Leading and Learning (TELL) survey to determine whether educators in schools and districts across the state have the resources and supports necessary to provide the most effective teaching and learning environment for students. ODE and partners will use the TELL data to inform policy and to provide supports for educators.

- ODE solicited input from Oregon teachers through feedback sessions and an online survey to help guide the design and features of the Oregon Educator Network (OEN), a collaborative web space to support Common Core State Standards (CCSS), assessment and instruction funded through the Network for Quality Teaching and Learning to support educators.
- In December 2014, through the Cross-State Leadership Collaborative (CSLC) project sponsored by the Consortium of Chief State School Officers (CCSSO), ODE convened a group of K-12 teachers and administrators and higher education representatives to conduct an evaluation of CCSS and Educator Effectiveness implementation in Oregon. The process helped ODE identify a problem of practice related to the integration of CCSS and Educator Effectiveness and will inform continued planning and implementation support.
- In December 2014 and January 2015, teachers participated in eight focus groups providing feedback on the Student Growth Percentiles options proposed for educator evaluations systems.
- Teachers participated in the on-line ESEA Flexibility renewal stakeholder feedback survey.

Communication with all educators regarding the impact of the approved waiver is a critical element of ODE's planned activities. ODE has participated in a number of statewide conferences addressing planning for improvement and efforts in districts relative to ESEA. Moving forward, these efforts will continue. ODE has used the following forums for targeted communication to school and district administrators, teachers, and interested members of the broader education community:

- ODE's annual ESEA conference, Odyssey, provides several sessions specifically addressing the waiver. The target audience for this conference is district federal program coordinators.
- ODE hosts sessions for leadership teams from schools identified as priority, focus, or model schools. Each team includes district personnel. These annual sessions provide all necessary information, requirements, and needed training to schools as they initiate and advance their improvement efforts.
- ODE hosts quarterly Title IA Coordinator Conversations with district federal program coordinators. These provide a forum for discussion of waiver activities and the impact of proposed changes, among other ESEA topics.
- ODE maintains listservs for all superintendents of schools in Oregon and separately for all federal program coordinators. These listservs provide an opportunity to communicate directly to involved parties at school districts and to provide frequent, brief updates of needed information.
- Informational sessions, along with trainings and professional development, are conducted at least quarterly for those involved in the Continuous Improvement Network. Regional Network Coordinators, Leadership Coaches, district and school staff, school appraisal teams, and school support teams are involved as necessary.
- Throughout the year, districts, ESDs, and other educational partner organizations invite ODE staff members and OEIB staff to conduct sessions on educational updates for a wide variety of audiences.
- Communication with districts, other educational partners, and stakeholders through its website, where regular updates and relevant information is posted.
- The Education Update newsletter, published monthly, provides teachers, administrators,

parents, and community members with news and information on key education topics including upcoming opportunities, and a range of education resources.

The following table lists stakeholder meetings and presentations on ESEA-related topics during 2013-2015. The venues for these sessions included, but are not limited to, established regional and statewide groups of educators, statewide trainings and conferences, advisory committees, school district meetings, and ODE staff trainings. Included among these audiences are school and district administrators; school board members; teachers, including those in EL, special education, migrant education, and talented and gifted programs; Title I-A and Title III teachers and program directors; district assessment coordinators, test coordinators, curriculum and instruction directors; ESD staff; state agency staff; community partners; and the general public.

<p>State Advisory Council for Special Education (SACSE) Location: Salem Audience: Parents, districts, ESDs, education organizations, and community partners Topics Covered: State performance plan, Smarter Balanced, Network of Quality Teaching and Learning</p>	September 19, 2013 & January 16, 2014
<p>Fall Special Education Conference Location: Eugene Audience: Districts, schools, ESDs, education organizations Topics Covered: Alternative assessments, standards based IEPs, CCS, kindergarten assessment</p>	October 2-4, 2013
<p>Oregon Association for Talented and Gifted (OATAG) Conference Location: Woodburn School District – Woodburn High School Audience: Districts, schools, parents and community members (especially those affiliated with TAG education) Topics Covered: Supporting diversity among TAG students, ELPA21</p>	October 11, 2013
<p>Oregon Teachers of English as a Second Language (OR-TESOL) Conference Location: Portland State University – Portland Audience: Districts, schools and researchers of ESL Topics Covered: Oregon’s new ELP standards</p>	October 12, 2013
<p>ELP Instructional Materials Criteria Committee Location: Salem Audience: ELL teachers Topics Covered: Oregon’s new ELP standards, criteria for new ELP, instructional materials</p>	October 18, 2013
<p>Title III Directors Location: Webinar – Salem Audience: Title III directors, ELL district and school staff Topics Covered: Title III updates, Smarter Balanced updates, Oregon’s new ELP standards, ELPA21 update, ELL program models</p>	November 4, 2013
<p>Assessment Roadshow Location: Pendleton, Redmond, Roseburg Audience: Teachers, principals, superintendents, parents, school board members Topics Covered: Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology, impact on graduation requirements</p>	November 4-6, 2013

<p>Accountability Reporting Advisory Committee Location: Webinar – Salem Audience: Districts Topics Covered: Field testing waiver, school ratings</p>	November 7, 2013
<p>Committee of Practitioners (COPs) Location: Webinar – Salem Audience: COPs Members Topics Covered: Field testing waiver, school ratings</p>	November 14, 2013
<p>Professional Learning Team Conferences Location: La Grande, Portland, Eugene Audience: Districts, schools, ESDs Topics Covered: Student learning and growth goals, educators shared challenges and success with implementing student learning and growth goals, question and answer session to update Frequently Asked Questions (FAQs); Intro to new ELP standards, feedback session for support; Proficiency based assessment, crafting learning outcomes aligned to CCSS and ELP Standards; Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology, impact on graduation requirements</p>	November 15 & 20 & December 4, 2013
<p>Southern Oregon ELL Regional Group Location: Southern Oregon ESD – Medford Audience: ELL school, district, and ESD staff Topics Covered: Kindergarten assessment, Annual Measurable Achievement Objectives (AMAOs), new ELP standards, ELPA21</p>	November 21, 2013
<p>Common Core Communications Partners Location: Salem Audience: Common Core partners Topics Covered: Summary of Council for Chief State School Officers (CCSSO) CCS communications event, messaging brainstorming, coalition building, communications feedback</p>	November 26, 2013
<p>Instructional Workshop Location: Newberg School District - Ewing Young Elementary Audience: Districts, schools Topics Covered: Scaffolding for access to CCSS, differentiation, proficiency assessment, depth of knowledge, ELP standards</p>	November 27, 2013
<p>Assessment Presentation Location: Portland Public Schools – Tubman Campus Audience: ELL Department Teachers on Special Assignment (TOSAs) Topics Covered: Proficiency based assessment, crafting learning outcomes aligned to CCS and ELP Standards</p>	December 6, 2013
<p>ELP Standards Presentation Location: North Clackamas School District – Campbell Elementary Audience: Title III Directors – East County Consortium Topics Covered: ELP standards through the lens of student work</p>	December 9, 2013
<p>State Board of Education Location: Salem Audience: School board members, general public Topics Covered: ELP instructional materials criteria</p>	December 12, 2013
<p>Assessment Presentation Location: St. Helens School District Audience: District and school curriculum and instruction leaders Topics Covered: Proficiency-based assessment, crafting learning outcomes aligned to CCS and ELP Standards</p>	December 17, 2013

<p>Meeting with Beaverton School District Staff Location: Beaverton School District – Beaverton District Office Audience: Beaverton district and school staff, Northwest Regional ESD staff Topics Covered: ELL program models, ELL instructional support, and advocacy</p>	December 17, 2013
<p>Assessment Presentation Location: Clackamas ESD Audience: Clackamas County Districts Topics Covered: Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology (double testing waiver), impact on graduation requirements</p>	December 18, 2013
<p>Region One Assessment Coordinators Location: Clackamas ESD Audience: District and ESD assessment coordinators Topics Covered: ELPA21 transition and timeline</p>	December 20, 2013
<p>Assessment Presentation Location: Portland Audience: JumpRope Executives Topics Covered: CCS, proficiency based credit, proficiency assessment, depth of knowledge, ELP standards</p>	December 23, 2013
<p>Instructional Workshop Location: Newberg School District – Dundee Elementary Audience: Districts, schools Topics Covered: Scaffolding for access to CCS, differentiation for ELLs, proficiency assessment, depth of knowledge, ELP standards</p>	January 6, 2014
<p>Early Learning Hubs Location: Portland and Salem Audience: Early Learning Hub members Topics Covered: Equity, early learning, early learning hubs.</p>	January 9 & 30, 2014
<p>ESEA Flexibility Advisory Location: Education Northwest – Portland Audience: Districts, schools, students, and education organizations Topics Covered: Extension process and benefits of ESEA Flexibility, educator effectiveness and evaluation, Smarter Balanced field testing, accountability system/school ratings</p>	January 9, 2014
<p>Title III Directors Location: Salem – Webinar Audience: Title III directors, ELL district and school staff Topics Covered: ELL update, ELL program models, assessment updates (ELPA and ELPA21), Oregon’s plan for professional development on the new ELP standards</p>	January 13, 2014
<p>Southern Oregon ELL Regional Group Meeting Locations: Salem, Southern Oregon ESD/Webinar – Medford Audience: District ELL instructional staff Topics Covered: Professional development: understanding, unpacking the new ELP standards</p>	January 16, 2014
<p>ELPA Content Panel Item Review Location: Salem Audience: ELL teachers and assessment content experts Topics Covered: New ELP standards, ELPA item review/alignment</p>	January 17-18, 2014

Committee of Practitioners Location: Webinar – Salem Audience: COPs Members Topics Covered: Extension process, accountability system/school ratings	January 21, 2014
Accountability Reporting Advisory Committee Location: Webinar – Salem Audience: Districts Topics Covered: Accountability system/school ratings	January 23, 2014
Oregon Association for Comprehensive Education (OACE) Conference Location: Seaside Audience: Title I-C/Migrant teachers, Title III teachers, administrators, educational assistants, parents Topics Covered: Serving ELLs, theory and practice, new ELP standards, English learners basics	January 23-25, 2014
Vision and Policy Session Location: COSA Conference – Salishan Audience: Districts Topics Covered: Equitable distribution of teachers, supports, and interventions for low performing schools, student achievement related to absenteeism and math	January 30, 2014
Instructional Leadership Council Location: Willamette ESD – Salem Audience: ESD staff Topics Covered: Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology, impact on graduation requirements	February 4, 2014
Assessment Presentation Location: Multnomah ESD – Portland Audience: Districts, schools Topics Covered: Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology, impact on graduation requirements	February 11, 2014
District Test Coordinators (DTC) Location: Webinar – Salem Audience: District test coordinators Topics Covered: Student upload for Smarter Balanced field test, test administration manual, planning schedule for future DTC training	February 12, 2014
Northwest Regional ESD Districts Location: Northwest Regional ESD – Hillsboro Audience: District ELL instructional staff Topics Covered: ELL update, professional development on understanding and unpacking the new ELP standards	February 12, 2014
Title Coordinators Conversation Location: Lane ESD – Eugene Audience: District Title Directors Topics Covered: Extension process, Smarter Balanced assessment, accountability system/school ratings	February 18, 2014
Assessment Presentation Location: Astoria Audience: Districts Topics Covered: Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology, impact on graduation requirements	February 19, 2014

<p>Assessment Presentation Location: Corvallis School District – Linus Pauling Middle School Audience: Districts Topics Covered: Attributes of Smarter Balanced assessments, differences between new and current assessments, accommodations, technology requirements, field test methodology, impact on graduation requirements</p>	February 25, 2014
<p>Accountability Reporting Advisory Committee Location: Webinar – Salem Audience: Districts Topics Covered: ESEA Flexibility extension and school accountability/rating system</p>	February 28, 2014
<p>Educator Effectiveness/CCSS Professional Learning Team (PLTs) Conferences Location: Portland, Eugene & LaGrande Audience: Schools, Districts, ESDs, Higher Education Topics: Keynote-Culturally responsive teaching and leading for equity English Language Proficiency standards; inter-rater reliability, ELA shifts, math problem solving, CCSS and special education, evaluation and supervision for special education educators, Smarter Balanced assessment</p>	April 3-4, 10-11, & 17-18, 2014
<p>District Accountability and Improvement Task Force Location: Portland & Salem Audience: Schools, Districts, CBOs, OEA, OSBA, COSA, PTA, & Higher Education Topics: All three principles in the ESEA Flexibility waiver with emphasis on accountability systems</p>	May 1, 14, & 27, 2014
<p>Educator Effectiveness/CCSS Professional Learning Team (PLTs) Conferences Location: Portland, Eugene, Umatilla Topics: Student learning and growth goal setting, Oregon Matrix, and inter-rater reliability</p>	June 10, 17, & 24 2014
<p>Oregon School Personnel Association (OSPA) Conference Location: Welches Audience: District and ESD Human Resources Directors Topics: Oregon Matrix, evaluation system models and resources</p>	August 1, 2015
<p>COSA Summer Assessment Institute Location: Eugene Audience: Schools, Districts, ESDs Topics: Smarter Balanced, student learning and growth goals, assessment criteria, Oregon Matrix, English language proficiency assessment, school and district report cards</p>	August 6-8, 2015
<p>ESEA Odyssey Location: Portland, LaGrande Audience: Schools, Districts, ESDs Topics: Updates and guidance of ESEA Title program implementation; educator evaluation systems, English Language Proficiency Standards</p>	August 4-6 & 12-14, 2014
<p>Educator Effectiveness/CCSS Professional Learning Team (PLTs) Conferences Location: Portland, Eugene & LaGrande Audience: Schools, Districts, ESDs, Higher Education Topics: Keynote-Meeting the language demands of CCSS; Strands include-ELA, math, science, English Language Proficiency, inter-rater reliability, and student learning and growth</p>	Sept 14-15, 25-26, & Oct 7-8, 2014

<p>Cross-State Learning Collaborative for CCSS and Educator Effectiveness Working Forum Location: Salem Audience: Schools, Districts, Higher Education Topics: Reflection on the current body of work in the SEA related to the implementation of the CCSS and the Educator Effectiveness initiatives; 360 degree self-evaluation of the SEA for feedback on the impact of current CCSS and EE initiatives</p>	December 15, 2015
<p>Educator Effectiveness Focus Groups Location: Salem-Keizer SD, Corvallis SD, Central SD, Silver Falls SD, Albany SD, Gladstone SD Audience: Schools, Districts Topics: Student Growth Percentiles in educator evaluations</p>	December 2014- January 2015
<p>Oregon State Board of Education Location: Salem Audience: State Board Topic: ESEA flexibility renewal</p>	January 22, 2015
<p>COSA Vision and Policy Meeting Location: Salishan Audience: Districts, ESDs Topics: ESEA flexibility renewal</p>	January 30, 2015
<p>COSA Winter Conference/Vision to Results Location: Salishan Audience: Schools, Districts, ESDs Topics: ESEA flexibility renewal</p>	January 31 & February 1, 2015
<p>Oregon Coalition for Quality Teaching and Learning Location: Portland Audience: Districts, OEIB, OEA, COSA, OSBA, PTA, TSPC, Higher Education Topics: ESEA flexibility renewal</p>	February 6, 2015 March 3, 2015
<p>ESEA Waiver Renewal Stakeholder Advisory Group Location: Salem Audience: Schools, Districts, ESDs, Community-based organization, business organizations, OSBA, OEA, COSA, PTA Topics: ESEA flexibility renewal</p>	February 15, 2015
<p>Educator Effectiveness/CCSS Professional Learning Team (PLTs) Conferences Location: Portland, Eugene & LaGrande Audience: Schools, Districts, ESDs, Higher Education Topics: Keynote-What does college and career ready look like in math? Strands include-ELA, math, science, English Language Proficiency, inter-rater reliability, and student learning and growth</p>	February 10-11, 19- 20, & March 3-4, 2015
<p>Committee of Practitioners (COPS) Location: Salem Audience: Community-based organizations, parents, students, Topics: ESEA Flexibility Renewal</p>	February 19, 2015
<p>Education Cluster Government to Government for Oregon Tribes Location: Salem Audience: Representation from the Oregon Tribes Topics: ESEA Flexibility Renewal</p>	March 6, 2015
<p>State English Learners Alliance Conference 2015 Location: Eugene Audience: Schools, Districts, ESDs Topics: Building bridges for EL student success; ESEA Flexibility Renewal</p>	March 12-13, 2015

Oregon School Personnel Association Regional Forums Location: Albany, Hillsboro, Redmond, Phoenix, Pendleton Audience: Schools, Districts, ESDS Topics: ESEA Flexibility Renewal	March 9, 10, 11, 12, & 13
School Improvement Network Meetings Location: Portland, Eugene, Salem Audience: Schools, districts, Improvement Network coaches and Regional Network Coordinators. Topics: Updates on waiver and input for implementation	Quarterly 2012- 2015

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Representatives from the former Governor's Office and the Oregon Department of Education (ODE) spent months engaging numerous organizations and groups throughout the state. Outreach efforts have been aimed at providing information and receiving input about the Elementary and Secondary Education Act (ESEA) Flexibility request, as well as building understanding and support for several related education reform initiatives. The former Governor and Superintendent of Public Instruction worked diligently to ensure all efforts were transparent, aligned and focused on improving outcomes for all Oregon students.

In an effort to capture public input and to ensure participation in the process, ODE established a website on which published documents describing the request and its development were made available. Presentations and opportunity for input have been provided by the Superintendent and ODE staff at or to the following:

- Government to Government Tribal Summit, representing state and tribal officials
- Oregon School Law Conference, jointly sponsored by the Confederation of School Administrators (COSA), the Oregon School Boards Association (OSBA) and the University of Oregon, to provide district officials with information on current legal issues
- Oregon School and District Improvement Network (OSDIN), school and district support coaches and others working with the Oregon Statewide System of Support (OSSS)
- Access to Student Assistance Programs In Reach of Everyone (ASPIRE), a mentoring program that helps middle and high school students access education and training beyond high school
- Oregon Public Engagement Steering Committee
- Oregon Commission for Women
- Business Education Compact, an organization supporting education in Oregon through programs and services connecting students with businesses
- Partnering for Student SUCCESS Symposium, a symposium sponsored by higher education representatives that brought together educators and other organizations representing early childhood, college success, student support, Science, Technology, Engineering and Mathematics (STEM), educator preparation, and equity and diversity
- Various legislators and other elected officials, community groups and organizations, and the media
- Instructional Leadership Council, school improvement specialists from every Education Service District (ESD) in Oregon
- Education Enterprise Steering Committee, collaborative committee consisting of

members from ODE, ESDs, and districts.

Meetings were held with specific groups representing special education students and English language learners. Surveys in both English and Spanish were made available to the public and garnered input from more than 6,000 Oregonians.

The Governor's Office engaged the public through numerous opportunities, including:

- Oregon Education Investment Board (OEIB)
- Oregon State Board of Education
- Oregon University System
- Oregon School Boards Association annual convention
- Community and Parents for Public Schools parent conference
- COSA superintendents and principals meetings and conferences
- OEA's Community College Council
- Statewide Chambers of Commerce convention
- Superintendent's Youth Advisory Team meeting
- Oregon Community College Association annual conference
- American Federation of Teachers state council
- Oregon Community Foundation regional leadership council meetings
- Cradle to Career Council, Portland Schools Foundation/All Hands Raised.

The former Superintendent of Public Instruction and the former Education Policy Advisor to the Governor jointly hosted two webinars on January 5 and 9, 2012, each scheduled in the early evening to maximize access among educators. The webinars included more than 200 participants each from across the education community. Staff involved in the development of the waiver request fielded text questions received during the webinars, and responses have been collected and posted to the website supporting this outreach effort.

Between January and April, 2012, the Superintendent's office engaged in conversations with representatives of students in subgroups across the state. These meetings included the Statewide Advisory for Special Education, the Executive Director of The Arc (association for people with intellectual and developmental disabilities), the Executive Director of the Dyslexia Association, the Tribal Council members, the Native American Youth and Family Center, the Oregon Leadership Network, the Black Parent Initiative, the Commission on Asian and Pacific Islander Affairs, and the Commission on Black Affairs.

More than 200 people attended the Action on Equity in Education in Oregon rally on February 2, 2012. The rally, sponsored by Salem-Keizer Coalition for Equality, featured former Governor Kitzhaber, then Superintendent Castillo, Confederate Tribes members, American Civil Liberties Union (ACLU) members, National Association for the Advancement of Colored People (NAACP) members, and parents from the Salem-Keizer Coalition for Equality. Speakers informed the crowd of Oregon's quest toward establishing a new education system, working to meet federal requirements to gain acceptance of ESEA Flexibility, and the need to improve equity in education for all students. Former Governor Kitzhaber also reminded the crowd of House Bill 1581, which created a position for Chief Education Officer (CEdO) and requires Achievement Compacts with Oregon's school districts, educational service districts, public universities, and community colleges.

Speakers featured at the rally included:

- Former Governor Kitzhaber
- Then Superintendent Castillo
- David Bautista –Then Superintendent of Woodburn School District
- Dan Jamison – Vice President of Chalkboard Project
- Yvonne Curtis – Superintendent of Forest Grove School District and an OEIB member
- David Fidanque – Oregon ACLU
- Henry Luverth – NAACP
- April Campbell – Confederated Tribes of Grand Ronde
- Joseph Santos Lyons – Oregon Racial Equity Report Card
- Tony Hopson – Self Enhancement, Inc.

In response to the outreach, survey and public comments received from this diverse set of communities, ODE made the following revisions to the waiver application prior to submitting:

- Expansion of plans to ensure that implementation of the Common Core State Standards (CCSS) addresses the needs of students with disabilities and ELLs.
- Ensuring the state's Achievement Compact includes multiple measures focused on closing the achievement gap.
- Specifying that growth measures in the new Oregon Report Card will be sufficiently ambitious to ensure college and career readiness for all students.
- Clarifying the process for determining intervention levels for priority and focus schools and ensuring that the state has the ability to use Level 3, the most directed intervention, as soon as 2013.
- Expanding the state's commitment to ensuring that tutoring and transfer options with reasonable transportation are considered where diagnosis reveals them to be an appropriate intervention for meeting the needs of students in a priority or focus school.

To ensure engagement by Oregon's ELL community, including non-Spanish speaking communities, ODE conducted two presentations at the Oregon Association for Comprehensive Education (OACE) meeting in January 2012 on Oregon's ESEA Flexibility request. At this annual event, more than 200 parents and educators, including staff from ODE, ESDs, and other educational organizations, discussed issues and updates around the education of ELL, migrant, homeless and at-risk students. In addition, ODE discussed the request with Title IC Migrant Coordinators and State Parent Advisory Committee Members at seven meetings from October 2011 to February 2012.

In January through March 2012, the OEIB engaged over 1,000 community members through eight forums held in all corners of the state. Forum participants had the chance to learn about the Achievement Compacts and their role in Oregon's new accountability system, and to provide specific feedback with their thoughts, questions, and concerns. Their comments were exhaustively recorded and shared with the OEIB, stakeholders, and the public through the OEIB website. Outreach to educators, parents, businesses, higher education, early learning providers, and others ensured a range of viewpoints, and the discussion centered on student outcomes, Achievement Compacts, and the ESEA Flexibility request.

The final forum was specifically designed to engage families of color and ELLs, and was followed by three meetings between the former Governor and leaders of color to address plans for ensuring equity and closing the achievement gap in Oregon. For that meeting, the

Governor's Office worked through Self Enhancement, Inc. (SEI), the Multnomah County Communities of Color (co-chaired by OEIB member Nichole Maher of the Native American Youth and Family Center and Gerald Duloney of SEI), the Portland Parent Union, and other grassroots organizations to recruit participants. We also contacted the major newspapers serving Portland's communities of color (The Skanner, The Observer, the Asian Reporter, and the Hispanic News) as well as a half-dozen Spanish language broadcast news outlets. The event drew roughly 180 participants, overwhelmingly persons of color, and predominantly Black/African American, although the Asian American, Native American, and Latino communities were also present.

The former Governor reached out directly to hear from Black/African American leaders, inviting roughly two dozen educators and advocates from the Portland community and beyond to meet with him in a small group discussion on March 9. A follow-up meeting with the same invitation list took place on April 25. The former Governor also convened a group of Latino educators and advocates, primarily from the Portland Metro area, for a meeting on April 24.

Feedback from those outreach events has shaped this ESEA Flexibility request. Specifically, participants at the forum strongly supported using annual standardized test data, as well as annual measurable objectives (AMOs), to continue holding all districts and schools accountable for narrowing the achievement gap, which helped shape the shift from differentiated district AMOs to a statewide AMO that is the same for all districts and subgroups. Further, from these opportunities to engage came a deep sense of knowing what works for students of color, including: extended hours of instruction and extended school years, culturally appropriate curriculum and culturally competent teachers, wraparound services, and engaging and rigorous opportunities for learning. Leaders of color pushed for the state to design and enforce improvement strategies where schools are not serving the needs of students of color. These themes are echoed in the section on supports and interventions for focus schools.

Following passage of Senate Bill 1581, the OEIB convened a K-12 Achievement Compact subcommittee to develop the Compact template and implementation rules. An advisory committee that included several groups representing learners of all ages and demographics, including Self Enhancement, Inc., Salem-Keizer Coalition for Equality, Asian Pacific American Network, and ARC of Oregon, guided the subcommittee in its recommendations. A detailed list of participants can be found in Attachment 12. The advisory committee engaged in robust discussion around the key outcomes, indicators, and measures of student achievement to be included in the Achievement Compact. Several key themes emerged from these discussions, including the state's commitment to presenting not only disaggregated data on student achievement, but to engaging in a process of disaggregated goal-setting aimed at ensuring every disadvantaged student group makes adequate progress toward Oregon's 40/40/20 Goal for high school and post-secondary completion, which is described further in the Overview below.

2015 Flexibility Renewal

In 2013, the Equity Unit was created in the Office of Learning at ODE. A primary goal of this unit is to cultivate relationships with community groups working with underserved communities. The Equity Unit established the Community Advisory Group (CAG) in the December of 2014 to provide ongoing consultation to ODE on education initiatives. The CAG is comprised of educators in PK-12 and higher education, community-based organizations, parents, and

students, and represents several communities of color.

In preparation for the 2015 ESEA flexibility renewal, ODE solicited stakeholder feedback and input from diverse audiences through a variety of forums, including:

- 2014 and 2015 ESEA Stakeholder Advisory Groups - representing schools and districts, community-based organizations, parents, education partner organizations, and school improvement coaches
- District Accountability and Improvement Task Force
- ODE Community Advisory Group (CAG)
- Committee of Practitioners (COPS) representing various segments of Oregon's education community as outlined in ESEA
- Government to Government Education Cluster representing the nine federally recognized Oregon Tribes
- Smarter Balanced Assessment parent forums held around the state
- Public posting of the ESEA Flexibility renewal documents and feedback survey
- Announcement in Education Update

<http://www.ode.state.or.us/pubs/update/education-update-march-2015.pdf>

ODE posted ESEA Flexibility documents and presentation materials (PPT and video) on the ODE website. The video presentation included a message from Deputy Superintendent Rob Saxton inviting stakeholder feedback and ODE staff presentations on key decisions for the waiver renewal.

Notification was e-mailed to all LEAs and stakeholder groups on ODE Listserves to reach a broad audience. Targeted messages were also sent by ODE's Equity Team to reach community-based organizations, civil rights organizations, and organizations representing English Learners. A notification was included in ODE's Education Update newsletter, and the Student Services Special Education Unit also sent messages to organizations representing students with disabilities.

ODE will continue to reach out to diverse stakeholders following submission of the ESEA Flexibility renewal request through the state's stakeholder engagement process for developing Oregon's Equitable Access to Excellent Educators Plan to purposefully align and connect this interrelated work.

To ensure a continual feedback loop and continuous improvement over the three year renewal period (2015-2018), ODE will facilitate a yearly review of ESEA implementation with key stakeholder groups including; the ESEA Flexibility Stakeholder group, ODE Community Advisory Group, Committee of Practitioners, and the Network for Quality Teaching and Learning Advisory Group, and others ensuring all stakeholder groups are represented.

Notices to LEAs, notice to the public, and stakeholder comments are found in Renewal Attachments 1-3.

Stakeholder feedback and input informed key decisions reflected in Oregon's flexibility renewal and ODE plans for targeted guidance and support as follows:

- Oregon will pause the Report Card accountability rating for 2014-15.

- Refined the proposal for Exit Criteria for Focus and Priority schools.
- Informed available supports and interventions that support schools and districts.
- Incorporated suggestions regarding school/district need into the System of School Improvement and Support.
- Develop a communication plan to schools and districts that incorporate stakeholder concerns.
- Engage stakeholders in developing clear guidance on implementing Student Growth Percentiles in educator evaluations.
- Publish an FAQ regarding Student Growth Percentiles in educator evaluations.
- Provide professional development on Student Growth Percentiles in educator evaluations through scheduled events in summer 2015.

Oregon has benefited greatly from the planning and implementation of ESEA Flexibility and is committed to continuing to place the elements included in the waiver as the state's priorities. The effort of preparing the state's application initiated statewide conversations among educators and the general public, highlighting Oregon's priorities for public education, and will continue. As a result, Oregon has:

- Created a seamless education system birth through college and career.
- Implemented strategic investments to improve student outcomes in early reading, college going, career readiness, and invested in the support and development of Oregon educators.
- Improved outcomes in focus and priority schools.
- Adopted college- and career-ready standards with an aligned summative assessment.
- Implemented a new educator evaluation system.
- Implemented an improved school report card.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and

describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

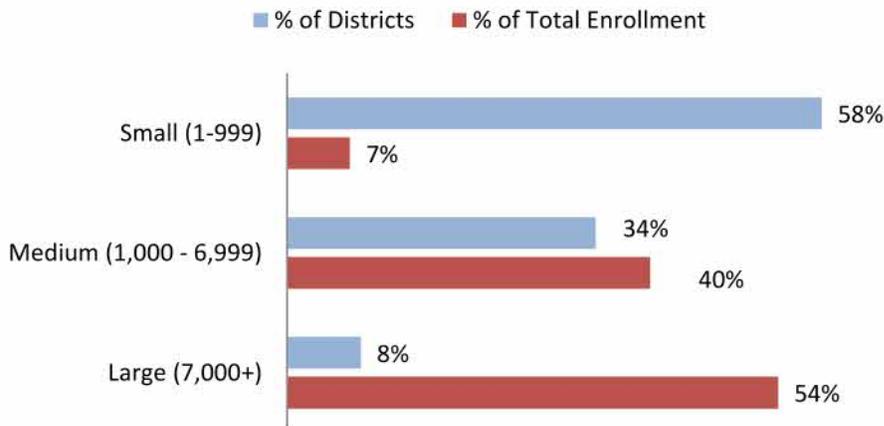
“Our students deserve more than a system that depends on chance or the resilience of any one of our young people. The future opportunities for our students depend on our ability to build a network of supports and empowerment that ensures every last one can hold on to their dreams.”

--Dr. Nancy Golden – Chief Education Officer, Oregon Investment Board

A Look at Oregon's K-12 Public Schools

There were 567,098 students enrolled in Oregon public schools in 2013-14. Oregon had 1,239 accountable schools (909 elementary/middle schools, 199 high schools, and 131 combined schools). Among Oregon’s schools 567 were designated as Title I schools: 515 elementary schools (56.7 percent of all elementary/middle schools) and 52 high schools or combined (15.8 percent of all high/combined schools). These schools are located in 197 school districts. A majority of the districts have less than 1,000 students, as depicted in the chart below.

Percent of Oregon School Districts by Size of Student Enrollment 2013-14



The number of minority students in general, and Hispanic students in particular, has risen significantly in Oregon schools. From 2010-11 to 2013-14, there was an 8% increase in the Hispanic student population, compared to a 1% increase in overall enrollment. During the same time period, there was a 3% increase in the Asian student population, an 11% increase in the (still very small) Pacific Islander population, a 6% drop in numbers of Black/African American students, a 12% decrease in the reported number of American Indian/Alaska Native students, and a 24% increase in the number of students identifying as two or more races (non-Hispanic).

The total number of homeless students appears to have dropped from 2011-12 to 2012-13;

however major changes in the methodology of the count are likely to have caused at least some reduction of numbers. From 2004-05 through 2011-12, annual data on homeless students was a district-based spreadsheet collection. In 2012-13, it became a student-based collection, with each district now responsible for recording the Secure Student ID (SSID) of each homeless student.

Detailed information on the performance of students in Oregon can be found in section 2.D.i, as well as in the "Statewide Report Card: An Annual Report to the Legislature on Oregon Public Schools" (<http://www.ode.state.or.us/data/annreportcard/rptcard2014.pdf>).

Some good news includes:

- Since 2011-12, the percentage of high school students meeting benchmark in math has increased from 66 percent to 70 percent (with the performance of American Indian/Alaska Native, Hispanic, Native Hawaiian/Pacific Islander, and economically disadvantaged students increasing by at least five percentage points).
- For the 2013-14 school year, Oregon's four-year cohort graduation rate increased from 68.7 to 72 percent and the five-year completer rate was 83 percent for that same year.
- Growth in graduation rates for underserved populations increased in five years including an 8.5 percent increase for African American students and a 7.4 percent increase in rates for Hispanic students.

But concerns remain:

- While the graduation rate has shown an increase it is not acceptable that so many students are not completing high school.
- Since 2011-12, the percentage of seventh grade students meeting benchmark in reading has decreased from 75 percent to 74 percent (although the performance for Native Hawaiian/Pacific Islander students increased by seven percentage points).
- Since 2011-12, the percentage of third grade students meeting benchmark in reading has declined from 70 to 66 percent (with the performance of all subgroups decreasing between one to eleven percentage points).

The Strategy for Reform

Since 2011, the State of Oregon has been advancing the most ambitious education reform agenda in decades. With leadership from the Governor's Office and ODE, the Oregon Legislature passed a series of bills aimed at creating a more innovative, outcomes-focused, seamless system of education, pre-kindergarten through higher education (PK-20).

Among those bills was Senate Bill 909, which created the Oregon Education Investment Board (OEIB), chaired by the Chief Education Officer (CEdO), to oversee all levels of state education, improve coordination among educators, and pursue an outcomes-based investment in education. The Legislature also took the important step of passing Senate Bill 253, which established in law the goal that, by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school with half of those earning associate's degrees or professional/technical certificates, and half achieving a bachelor's degree or higher. This goal, commonly referred to and as the 40/40/20 Goal, gives Oregon the most ambitious high school and college completion targets of any state in the country.

In 2013 the Legislature passed the Strategic Initiatives for Student Success (House Bill 3232) and the Network for Quality Teaching and Learning (House Bill 3233). These strategic

investments are designed to leverage matching funds and community partnerships to scale best practices, expand proven programs, help turn around under-performing schools, and improve student outcomes in our state.

House Bill 3232 received \$29.3 million and directs the Oregon Education Investment Board to design, implement, and report on programs that make strategic investments in three areas:

- Improving early literacy with the aim of getting all students reading at grade level by the end of third grade.
- Connecting students to the world of work through expanding Science, Technology, Engineering, and Math (STEM) and Career and Technical Education (CTE) programs.
- Creating a college-going culture in Oregon schools through supporting programs that prepare students for a successful transition to college and encourage the completion of college credits while in high school.

The single biggest in-school factor for the success of students is the educator. Educators are key in terms of impacting outcomes for students. Furthermore, teaching is complex and must be continually refined to meet students' needs and increased expectations. Thus, for Oregon to reach its 40/40/20 Goal and the outcomes adopted by OEIB, building statewide capacity to develop a culture of leadership and support educators is critical. In July 2013, the Network for Quality Teaching and Learning (House Bill 3233) was launched with key investments in:

- Mentoring for new educators,
- Educator effectiveness/educator evaluation systems,
- Common Core State Standards implementation,
- School district collaboration and development of teacher leaders,
- An educator workforce that more closely mirrors student demographics,
- Educator preparation/district clinical partnerships and shared accountability,
- Closing the achievement gap,
- Early learning professional development, and
- College and career-readiness assessments.

House Bill 3233 tasked OEIB specifically with ensuring the Network for Quality Teaching and Learning is accountable for outcomes. OEIB has collaborated with ODE throughout the implementation of the specific programs in the Network, and OEIB and ODE's work now involves conducting and disseminating research on best practices, coordinating results from the investments, focusing on the targets, creating communities of practice, and communicating what works for students.

OEIB and ODE are also deeply engaged in the work of improving the recruitment and retention of educators of color and non-Native English speakers, in order to reach the goals set forth in Oregon's Minority Teacher Act.

OEIB and ODE have developed a Network Advisory comprised of teachers, Oregon Education Association (OEA) representatives, and representatives from Chalkboard Project, Confederation of Oregon School Administrators (COSA), Higher Education educator preparation programs, as well as other experts in teacher and leader development, a legislator, and several superintendents and principals. The Network Advisory assists ODE and OEIB in:

- Promoting the scaling up of the most effective practices through the Network

- Developing the infrastructure needed to maximize the Network
- Elevating the role of Oregon’s educators in using, contributing to, and shaping the Network
- Linking the Network to other community-based efforts such as Regional Achievement Collaboratives, Early Learning Hubs, and STEM Networks
- Developing strong connections between the Network and postsecondary partners who are preparing educators and conducting research on key issues in education

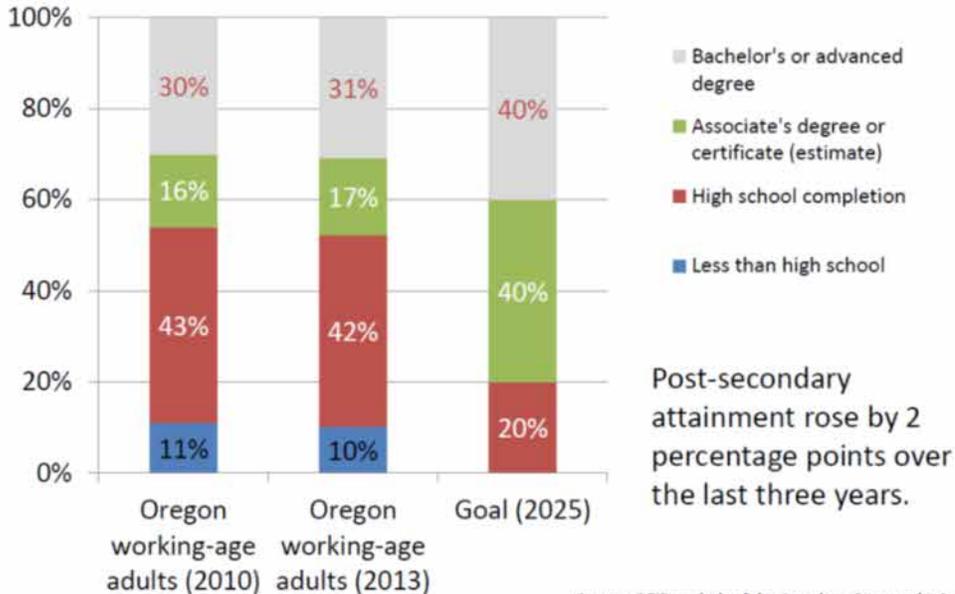
The total appropriation to the ODE for HB 3233 was \$45 million with \$33 million transferred from the State School Fund each biennium and a one-time \$12 million transfer from the Common School Fund. These funds support investments that span an educator’s career:



The steep trajectories needed to meet the 40/40/20 Goal must begin at the earliest opportunity, and certainly no later than 2012-13. As illustrated in the chart below, there remains a significant disparity between Oregon's current status and the 40/40/20 Goal. As noted in the OEIB's recent report to the Legislature, "We have no time to lose. Every year between now and 2025 must be measured for success." The sense of urgency that motivated the former Governor and Legislature to act also drives this request from the Oregon Department of Education (ODE) to the U.S. Department of Education (USED) to support Oregon in establishing a more robust, more tailored, and more effective system of accountability. Secretary Duncan's invitation to submit this application for a waiver from certain provisions of the Elementary and Secondary Education Act (ESEA) presented an opportunity to truly align the state's strategies for education improvement.



Oregon Progress towards 40-40-20 Attainment by Adults Ages 25-64



2.26.15

Source: OEIB analysis of the American Community Survey

Oregon's theory of action for full-system reform consists of three overarching strategies:

- Creating an integrated and coordinated public education system PK-20;
- Focusing state investment on education outcomes; and
- Building statewide support systems, including a robust system of mutual accountability, to support achievement of the desired outcomes.

Through development and application of these focused strategies, Oregon has made significant progress in advancing the four principles that USED has developed for obtaining ESEA Flexibility waivers. Oregon will describe that progress and its plans for continuing to move forward on these principles.

Oregon's Strategy Clearly Aligns with USED's Four Principles

Principle #1

As evidenced by the 40/40/20 Goal and development of an integrated PK-20 system of education, Oregon believes strongly in **College and Career Ready Expectations for All Students**. A new understanding of achievement at every stage of learning – what it takes to move successfully along the education pathway – must apply to all Oregonians, from toddlers to those working toward college degrees. Standards, curriculum, assessments, and entry and exit criteria should be built into learning from the earliest stages and aligned so that learners advance as efficiently as possible. Oregon is moving in the right direction with these recent

efforts:

- **Early Learning Council** – OEIB is focusing on early learning and early interventions as the best strategy to get students on track to graduate. Oregon's Early Learning Council, under the leadership of the OEIB, secured passage of House Bill 4165 to: a) streamline administration, policy, and planning of the state's early childhood services; b) promote collaboration, competition, and local creativity based on meaningful outcomes for children; c) preserve Head Start and early intervention/early childhood education for special needs students; d) improve screening and assessment so that kids receive support in order to thrive in kindergarten; and e) provide incentives for child care quality and a rating system to give parents useful information when choosing care. <http://education.oregon.gov/Pages/Early-Learning-Council-.aspx>
- **Common Core State Standards (CCSS)** - Oregon is one of 45 states to adopt the national Common Core Standards for K-12, English Language Arts and mathematics, and Oregon is collaborating with other states to define science standards. These evidence-based standards are designed to help ensure that all students have the essential concepts, knowledge, and skills they need to succeed in college and career.
- **The Oregon Diploma** - Oregon's State Board of Education adopted new high school graduation requirements in 2008 to better prepare students for success in college, work and citizenship. To earn a diploma, students need to complete higher credit requirements and demonstrate proficiency in essential skills. For example, this year's seniors must pass an assessment of reading, writing, and math skills in order to earn a diploma and graduate.
- **Higher Education Coordinating Commission (HECC)** - As part of Oregon's PK-20 education system, a new governance structure was created, the Higher Education Coordinating Commission (HECC) which has the responsibility of overseeing the critical segments of the pathways to educational success from the point at which students are completing their high school diplomas and moving forward to learning, training, and mastering skills in college and career training programs <http://education.oregon.gov/Pages/Higher-Ed-Coordinating-Commission.aspx> .
- **Strategic Initiatives** – House Bill 3232 and House Bill 3233 directed the OEIB to design and ODE to implement programs that targeted investments to support Oregon's students and educators, including: early reading, support for post-secondary transitions including expanding Science, Technology, Engineering and Math (STEM) and Career and Technical Education (CTE) programs, establishing the Network for Quality Teaching and Learning, and creating a college-going culture in Oregon schools through supporting programs that prepare students for a successful transition to college and encourage the completion of college credits while in high school. <http://www.ode.state.or.us/search/page/?id=3958>

In Principle 1 of this waiver renewal, Oregon provides updates on implementation of the CCSS, including: alignment, transition, and articulation across levels, PK-20; professional development for educators; and supports for ensuring all students succeed, with a particular focus on EL students, students with disabilities, and low income students; and the transition to SMARTER Balanced Assessment and participation in the Council for Chief State School

Officers' (CCSSO) Innovation Lab Network.

Oregon is committed to the outcome of all students graduating from high school college- and career-ready. A cross-agency team at ODE is leading the development of the state's Equitable Access to Excellent Educators Plan ensuring strong alignment and integration of the equity plan and the ESEA waiver. ODE, partners, and stakeholders are working to identify equity gaps and their root causes and strategies to address identified gaps to support the needs of all students including economically disadvantaged students, low-achieving students, English Learners and student with disabilities.

The OEIB developed the [Equity Lens](#) to guide policy recommendations and community engagement as Oregon builds a system that supports each and every student. Through the use of the Equity Lens, the OEIB considers the impact for each of student when making investment, strategy and policy recommendations, and challenge partners to do the same. In 2013, the Oregon State Board of Education adopted Oregon Administrative Rule 581-017-0010 which directs the Department of Education to apply the OEIB Equity Lens when administering the strategic investments including when determining resource allocation and making strategic investments.

A number of Strategic Investments for Student Success (House Bill 3232) totaling \$13.9M are focused on low-income students and intended to help close the opportunity and achievement gaps that exists for historically underserved, underrepresented, and economically disadvantaged students, including: Oregon Early Reading Program for Focus and Priority schools, K-5th grade; Oregon's Science, Technology, Engineering [Art/Design], and Mathematics (STEM/STEAM) and Career and Technical Education (CTE) initiatives; Student Mentoring, Monitoring and Acceleration for 8th and 9th grade students; Advanced Placement/ International Baccalaureate Examination grants funded 100% of test fees for low income students; and the ASPIRE program providing mentoring and support to build a college-going culture for first generation college students.

The Network for Quality Teaching and Learning (House Bill 3233) funded a series of grant opportunities (\$3.5M) to support the development of culturally responsive pedagogy and practice for educators, including Culturally Responsive Pedagogy and Practices; Closing the Achievement Gap for African American Students; American Indian/Alaska Native Culturally Relevant Teaching, Learning, and Pedagogy.

Principle #2

In 2011, former Governor Kitzhaber set Oregon down the path to developing an ambitious, integrated and systemic **Differentiated Recognition, Accountability, and Support System**, from PK-20. Starting with an Executive Order creating an Education Investment Team charged with examining state governance, budgeting and accountability structures, to an ambitious package of school reform passed with bipartisan support by the 2011 Legislature, to the current strategic investments of the OEIB and ODE, Oregon leaders are serious about raising the bar on accountability. Efforts that have occurred outside the context but align with this waiver application are:

- **Oregon Education Investment Board** –The Oregon Education Investment Board (OEIB), chaired by Governor Kate Brown, was created in 2011 to oversee an effort to build a unified PK-20 system for investing in and delivering public education from birth

to college & career. The PK-20 system links all segments of the educational experience together to ensure each student is poised for a promising future.

- **Chief Education Officer** – The Chief Education Officer (CEdO) has authority for direction and control over the integrated state public education system, PK-20. Dr. Nancy Golden was appointed as CEdO in 2013 by former Governor Kitzhaber.
- **Task Force on Accountable Schools** — House Bill 2289 established a legislative Task Force on Accountable Schools to examine issues of clear public reporting, college and career ready measures, and implementation of the CCSS.
- **Achievement Compacts** – Senate Bill 1581 required each school district, beginning July 1, 2012, to enter into a compact with the OEIB, setting goals for achievement on key indicators and for reducing the achievement gap. Achievement Compacts focus state and district budgets and policy-making on ensuring sufficient progress on these key indicators to achieve the state's 40/40/20 Goal. OEIB also launched a “Regional Achievement Collaborative” pilot to examine the feasibility and impact of having representatives from across the Birth through College and Career continuum engage collectively around the compact outcomes. The 12 regions engage community leaders, businesses, social service providers, and parents, thereby broadening responsibility for student success beyond the school walls.

Principle 2 of this waiver and renewal expands these actions and sets a course for creating a single, motivating, and authentic system of accountability for K-12 schools and districts, including the transition to a clearer, more robust Oregon Report Card in 2012-13; a description of the state's work around developing annual measurable objectives (AMOs) through Achievement Compacts; and a process for identifying focus, priority, and reward (model) schools, and updated exit criteria for priority and focus schools. Principle 2 also describes an updated process for providing comprehensive, supported interventions in priority schools; a tiered system of diagnosis, intervention and support for focus schools; research, support and incentives built around Achievement Compacts; and a system-wide transformation through investing in a Continuous Improvement Network system that builds upon proven peer networks and initiatives that have shown success in supporting districts to improve student outcomes.

Principle #3

Understanding that no single factor impacts student achievement more than the effectiveness of the teacher in the classroom and the school's leader, Oregon is committed to **Supporting Effective Instruction and Leadership**. Current efforts include:

- **Core Teaching Standards** — In December 2011, the State Board of Education adopted Oregon Administrative Rules for core teaching standards, administrator standards and requirements for teacher and administrator evaluation systems – all to improve student learning and growth as required by Senate Bill 290 passed during the 2011 legislative session. The standards are designed to guide educators' professional development efforts and, in doing so, strengthen their knowledge, skills, and practices.
- **Framework for Evaluation and Support Systems** – In June 2012, the State Board adopted revised administrative rules for educator evaluations and endorsed the Oregon Framework for Teacher and Administrator Evaluation and Support Systems as the

state's comprehensive guidance to implement Senate Bill 290. The Framework requires educator evaluation systems to include multiple measures, significant evidence of student learning, four levels of performance, and alignment to professional development.

- **Oregon Matrix** - After piloting various summative models in the 2012-13 and 2013-14 school years, Oregon submitted to USED the Oregon Matrix in May 2014. USED approved Oregon's final state evaluation guidelines in October 2014, including the Oregon Matrix as the state's method for combining multiple measures with student learning and growth as a significant factor in all educators' summative evaluations.
- **Regional Peer Review Process (PRP)** – In 2014-15, all Oregon school districts participated in a Peer Review Panel (PRP) facilitated by the Education Service District in their region. Each district team completed an appraisal of their local system based on quality indicators aligned to the state requirements (Senate Bill 290/ESEA waiver) and presented their evaluation systems to a panel of educators. Together, the district and panel identified strengths and gaps and identified next steps for the districts to ensure fully implemented systems.

Described in Principle 3 of this renewal are two methods for using Student Growth Percentiles from which districts will choose to ensure rigor and consistency when using State assessments as a measure for student learning and growth in teacher and principal evaluations. The use of Student Growth Percentile will be required in all districts' evaluation systems to satisfy Oregon's conditional waiver status received in October 2014. Oregon is requesting a one-year delay in incorporating student growth based on State assessments into educator ratings for teachers and principals of tested grades and subjects due to the state's transition to new assessments in school year 2014-15; Therefore, assurance 15.b.i. and 15.b.ii are checked.

Principle #4

Oregon's overarching strategy of reform is premised on the concept of tight-loose – that to motivate this kind of sweeping improvement, the state must be tight on the outcomes it expects from the system, but loose in allowing education institutions to determine the best way to achieve them. We believe that the 197 school districts that deliver K-12 education services need both a coordinated system of support and increased freedom to innovate and evolve in ways that lead to sustained improvement and student success. This requires Oregon to be serious about **Reducing Duplication and Unnecessary Burden**. The state's Education Enterprise Steering Committee (EESC), comprised of representative school administrators, Educational Service District (ESD) superintendents, and staff from ODE and the Governor's Office worked together on mandate relief. Bills passed in both 2011 and 2012 made significant progress in reducing outdated and redundant regulations affecting our K-12 school districts, and Senate Bill 1581 directed the State Board of Education to engage in further analysis of the Continuous Improvement Plans and related planning processes to ensure streamlining of district reporting requirements, resulting in a more efficient and effective system for continuous improvement.

The opportunity to free Oregon from ESEA's one size fits all sanction-based approach to accountability presented by this waiver has moved Oregon forward. Oregonians are more engaged and focused on improving student achievement than ever before. Islands of excellence, signs of innovation at work and hard-won student gains exist across the state. But

the incredibly ambitious 40/40/20 Goal requires nothing less than a culture of excellence across the system. Oregon is insisting upon a public education system where the exemplary achievement of today becomes the expected performance of tomorrow. By approving this waiver, USED has allowed Oregon to move on to its Next Generation of Accountability, putting Oregon's students and communities on track to achieve these critical goals. Oregon is committed to its aspirational 40-40-20 Goal and investments in an integrated PK-20 system of accountability and support for all Oregon students and educators through 2018 and beyond.

“Our students deserve a rigorous, engaging, relevant education that prepares them for the opportunities and challenges they will face upon graduation. Our educators deserve a system that encourages their professional growth and development and supports their success as practitioners. And our state deserves the economic prosperity and engaged citizenry that stems from a robust, effective education system. Together we can, and will, build the system our students, educators, and state deserve.”

--Rob Saxton – Deputy Superintendent of Public Instruction

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Investing in a Coordinated and Aligned Set of Standards and Assessments

The Oregon Education Investment Board (OEIB) and the former Governor identified that a crucial step in creating a coordinated, efficient and effective system of PK-20 education for Oregon is to invest as a state in an aligned set of standards and assessments. Oregon has in place early learning standards and assessments, adopted the Common Core State Standards (CCSS) for K-12 and teacher preparation, and is participating in the Smarter Balanced Assessment Consortium (SBAC) and Core to College Initiative. Oregon has also adopted the more rigorous Oregon Diploma, expanded dual credit opportunities, and streamlined articulation and transfer of students in postsecondary.

In previous and current budget plans, state policymakers have identified the full and supported implementation of the CCSS as a priority. Implementation of CCSS includes professional development for educators designed to help them meet the needs of all learners at all ages, including students of color and those living in poverty, lagging behind the general population, learning with disabilities or learning English as a second language. Standards and curriculum are vertically aligned from one grade to the next, beginning with early learning program standards, to provide a logical progression that leads students seamlessly from one learning stage to the next. Assessments are aligned to expectations in order to guide teaching and learning and allow learners at all ages to be successful. As described further in this section, Oregon is committed to seizing the opportunity presented by implementation of CCSS and has developed and implemented a robust plan for doing so.

Defining College and Career Readiness in Oregon

Over the past ten years, Oregon has increased its policy focus on college and career readiness. In 2005, Oregon joined 35 other states to form the American Diploma Project Network (ADP) — a coalition of states committed to aligning high school standards, assessments, graduation requirements, and accountability systems with the demands of college and the workplace. The ADP (a partnership of Achieve, The Education Trust, and the Thomas B. Fordham Foundation) informed the revision of the Oregon Diploma, which brings student proficiency in core subject areas in greater alignment to basic college entrance requirements.

The Oregon Diploma identifies a set of essential skills that students must demonstrate to

enter postsecondary education and the workforce. Beginning in 2010-11, each grade 9 student cohort must demonstrate mastery of literacy, writing, and applied mathematics (<http://assessment.oregonk-12.net/content/step-1-review-essential-skills-requirements>). The state will phase in proficiency requirements, learning progressions, and assessment strategies for six more essential skills sets:

- Demonstrate personal management and teamwork skills
- Think critically and analytically
- Listen actively and speak clearly and coherently
- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy.

The Oregon Diploma illustrates the state's commitment to prepare each student for successful transition to his or her next steps following high school graduation. Personalized learning, learning beyond the classroom and connections to the adult world, are critical for preparing each student, whatever path they take after graduation, for the challenges and opportunities of the 21st century. The Oregon Diploma articulates a definition of college and career readiness that moves beyond one cut score on one standardized test to a student-centered profile of knowledge, skills, experiences, and aspirations.

Two expectations of the Oregon Diploma, the Education Plan and Profile and Career-Related Learning Experiences (CRLEs), personalize the diploma for each student and create the plan for their post-high school education and career. These requirements, described more fully below, address the contextual skills and awareness students need to transition to postsecondary education and the workforce and provide students with an opportunity to examine personal, career, and education goals beginning in middle school and continuing through high school.

The Education Plan and Profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The Education Plan serves as a road map to guide student learning through middle and high school and prepare for next steps. The Education Profile serves as a compass that documents student progress and achievement toward goals and helps them stay on course. The student is responsible for developing and managing his or her personal Education Plan and Profile. The school is responsible for providing a process and guidance to students. The process should begin no later than grade 7 and continue through graduation, with regular reviews and updates. The process is designed with flexibility to allow students to change their plans as their interests and goals evolve.

CRLEs are structured educational experiences in the school, workplace and community that connect learning to the world beyond the classroom. CRLEs, which have gained significant community support from students, families, educators, and employers, are included in the student's education plan in relation to his or her career interests and post-high school goals. These experiences provide opportunities for students to apply academic, career-related, technical knowledge and skills, which may help clarify their career goals. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community's strengths and resources. Beyond the local community, regional opportunities help increase school capacity while technology offers expanding possibilities worldwide.

In 2014, the OEIB adopted a [College and Career Readiness](#) (CCR) definition for Oregon. Development of the CCR definition involved the College and Career Readiness Cross Sector Planning Group formed by OEIB, ODE, Community College Workforce Development, Oregon University System, Early Learning Division, Youth Development Division, Oregon Student Access Commission, Higher Education Coordinating Commission, and the Oregon Workforce Advisor to the Governor. An online state survey gathered input from stakeholders. The definition was approved by the Best Practices and Student Transitions Subcommittee and then by the OEIB.

Adoption and Stewardship of the Common Core State Standards

The Oregon State Board of Education (ODE) adopted the CCSS for English Language Arts (ELA) and mathematics on October 28, 2010 (<http://www.ode.state.or.us/superintendent/priorities/october-minutes---final.doc>). ODE created a plan for statewide learning, transition, and implementation and established a steering committee which led the initial implementation and assessment work, guiding efforts at the policy level and serving as the main point of contact between ODE and educators statewide (Attachment 4).

A Stewardship Team of 41 stakeholders was formed who were identified through a statewide nomination process. The Stewardship Team included K-12 and postsecondary educators in ELA, mathematics, science, social science, and career and technical education, early childhood educators, regional Education Service District (ESD) staff, representatives from the Chancellor's Office of the Oregon University System, faculty from teacher preparation programs, special education and ELL directors, representatives from business, the Oregon Parent Teacher Association (OPTA), Oregon Education Association (OEA), and other professional educational organizations.

The Stewardship Team's tasks included:

- Finalizing Oregon's transition timeline
- Helping plan informational workshops
- Identifying fund sources for implementation and transition work
- Helping develop the state's blueprint for long-term implementation
- Communicating and sharing information on the new standards
- Collecting input from educators to inform the implementation work.

The Stewardship Team accomplished its work through four work groups focused on: a) teaching and learning, b) instructional materials, c) professional development, and d) communications. ODE and the Stewardship Team developed state- and district-level implementation timelines and planning resources available on the ODE CCSS website. These timelines detailed the actions necessary to support all teachers, parents, school and district administrators and, most importantly, students to be prepared for successful implementation of the CCSS. Oregon's plan identifies a focus for each year. The first step was developing awareness and disseminating information in 2010-11 so that all education stakeholders had the knowledge to prepare for the new standards. In 2011-12, the focus of CCSS implementation efforts was to support thoughtful, strategic district planning for successful implementation. The focus in 2012-13 was to move toward putting the implementation plan into action to support full implementation of the CCSS in classrooms by 2013-14. Subsequent

years have been focused on monitoring and continuous improvement to support all students for success in college and careers.

In February 2012, ODE partnered with Education Northwest (EdNW), a regional nonprofit research and support organization, to facilitate a meeting of the Stewardship Team aimed at engaging all members in a statewide gap analysis of professional development (PD) and support for teaching and learning. That gap analysis will be used to refine and further develop the state-level and district-level implementation plans.

In June 2012, ODE staff and members of the CCSS Steering Committee and Stewardship Team met with representatives of U.S. Education Delivery Institute (EDI) for a two-day workshop to build upon the current implementation plan and timeline. The goal of the workshop was to use a proven performance management methodology known as delivery to lay out clear action steps for the state and districts. This approach provided the means to more comprehensively plan for the CCSS and related assessments and then drive successful implementation.

Each school district had also identified a CCSS contact person to ensure that administrators and teachers throughout the state were provided with up-to-date information and had a feedback loop allowing staff to communicate needs and concerns. These district CCSS contacts are posted on Oregon's CCSS website.

The table below provides a high level summary of the state-level implementation timeline.

Activity	Timeline	Responsible Parties	Resources	Obstacles
<ul style="list-style-type: none"> State Board adopted CCSS Develop state-level timeline, standards alignment resources, communication plan, and introductory PD modules Collaborate with representatives from all educational sectors. Provide statewide focused presentations/ workshops/ webinars and monthly CCSS updates in all ODE and educational partner communications Identify policy issues Explore vetting Open Educational Resources State Board adopt CCSS SBAC member state in order to help influence one of the consortia 	2010-11 Focus: General Awareness and Dissemination	Stewardship Team/ODE	Staff time, travel and printing	None
<ul style="list-style-type: none"> Develop and disseminate CCSS Implementation Toolkit of resources and guidance and focused PD modules Collaborate with representatives from all educational sectors to provide regional support for 	2011-12 Focus: Developing Deeper Understanding, and Transition and Implementation	Stewardship Team/ODE/ ESDs/Districts	Staff time, travel and printing	Funding and time for PD

<p>transition and implementation planning</p> <ul style="list-style-type: none"> • Provide statewide focused presentations/ workshops/ webinars, and monthly CCSS updates in all ODE and educational partner communications • Facilitate cross-district collaboration through web-based interactive map • Develop recommendations for policy issues and establish criteria for vetting, evaluating, and adopting "bridge" instructional materials. • SBAC member state in order to help influence one of the consortia 	<p>Planning</p>			
<ul style="list-style-type: none"> • Enhance CCSS Toolkit, and focused PD modules • Collaborate with representatives from all educational sectors to provide regional support for implementation • Provide statewide focused presentations/ workshops/ webinars, and monthly CCSS updates in all ODE and educational partner communications • Adopt "bridge" instructional materials and establish criteria for ELA materials • Lead process to pick statewide summative assessment • State Board adopt SBAC 	<p>2012-13 Focus: Transition and Implementation</p>	<p>Stewardship Team/ODE/ ESDs/Districts</p>	<p>Staff time, travel and printing</p>	<p>Funding and time for PD</p>
<ul style="list-style-type: none"> • Regional Professional Learning Teams (PLT) Conferences • Enhance CCSS Toolkit, and focused PD modules • Collaborate with representatives from all educational sectors to provide regional support for implementation. • Provide statewide focused presentations/ workshops/ webinars Adopt ELA materials and establish criteria for math materials • Participate in SBAC and field test assessment items and alternate items 	<p>2013-14 Focus: Full Implementation</p>	<p>ODE/ ESDs/Districts</p>	<p>Staff time, travel and printing</p>	<p>Funding and time for PD</p>
<ul style="list-style-type: none"> • Regional Professional Learning Team (PLT) Conferences • Enhance CCSS Toolkit, and focused PD modules 	<p>2014-15 Focus: Monitoring and Continuous Improvement</p>	<p>ODE/ ESDs/Districts/ Higher Ed</p>	<p>Staff time, travel and printing</p>	<p>Funding and time for PD</p>

<ul style="list-style-type: none"> • Collaborate with representatives from all educational sectors to provide regional support for monitoring and continuous improvement • Provide statewide focused presentations/ workshops/ webinars • Adopt math materials • SBAC operational • Adopt Common Achievement Standards • Alternate assessment linked to CCSS 				
<ul style="list-style-type: none"> • Regional Professional Learning Teams • Online Oregon Educator Network 	2015-2018 Focus: Monitoring and Continuous Improvement	ODE/ESDs/ Districts/Higher Ed	Staff time, travel, and printing	Ongoing funding and time for PD

In 2013-14 and 2014-15, funding was provided through the Network for Quality Teaching and Learning for CCSS and Educator Effectiveness (EE) implementation. ODE combined the funds for these two initiatives to create greater coherence and integration of policies and practices related to implementing CCSS and educator evaluation systems. These two initiatives are inextricably linked and call for fundamental change in curriculum, instruction, assessment, and evaluation; therefore connecting CCSS and educator evaluation systems has a greater potential to improve outcomes and equity for all students.

With these funds, ODE provided grants to help build district capacity for high-quality professional learning to support CCSS and Educator Effectiveness implementation. These were noncompetitive grants with allocations based in districts’ ADMw. The funds were available to all 197 Oregon districts, 19 Education Service Districts (ESDs), and four state-sponsored charter schools and awarded based on approved applications outlining how the allocation would support implementation of CCSS and the educator evaluation systems in each district. To date, 181 districts serving 548,223 students and 11 ESDs applied for and received CCSS/EE funds.

Additional funds (\$1M) were provided to support Oregon’s small/rural districts. Grants were awarded to 128 districts located in rural communities. Several ESDs formed regional consortia by leveraging their grant funds with smaller districts providing opportunities for networking and collaborative professional learning.

Through these Strategic Initiative funds, districts and ESDs supported CCSS/EE implementation through local professional development opportunities, job-embedded instructional coaching, professional learning teams, developing CCSS-aligned materials and assessments, building knowledge and skills related to the districts’ educator evaluation systems- the student learning and growth goal process and inter-rater reliability training, and Increasing knowledge and implementation of effective instructional strategies aligned to the CCSS. The majority of districts used CCSS/EE resources to provide time for teachers to collaborate, develop instructional materials, and participate in professional learning.

Alignment to College and Career Ready Standards

ODE, in consultation with representatives from higher education, districts, and ESDs, conducted in-depth analyses to determine the alignment between the CCSS and Oregon's prior content standards in ELA (<http://www.ode.state.or.us/search/page/?id=3356>) and mathematics (<http://www.ode.state.or.us/search/page/?id=3211>). The findings of these analyses are summarized in state crosswalk documents, designed to:

- Provide comparisons between new and existing standards.
- Identify gaps.
- Note differences in organization.
- Identify implications for implementation.

Additional grade-level crosswalks identified similarities and differences between the standards with greater granularity. Specific links to state resources provided teachers with methods for selecting materials and implementing strategies that support all students to grade level proficiency.

The CCSS, however, reach beyond English and math classrooms. The new standards integrate literacy and numeracy into sciences, social studies, and technical subjects to better prepare all students for college and career success in the rapidly changing workplace. Understanding that CCSS implementation is an interdisciplinary effort, crosswalks have been created to analyze the alignment between the CCSS for literacy in social studies, science, and technical subjects and the existing Oregon content standards in social sciences and science.

The crosswalk analyses have been used at the state level to inform development of other resources and tools to support CCSS implementation. District and school implementation teams used the crosswalk analyses to identify professional development needs and propose changes in classroom instruction and materials. Oregon's ESDs also play an important role in translating the technical crosswalk documents into more actionable transition resources. For example, Northwest Regional ESD created Teacher Navigation Tools to describe in plain language the connections between Oregon State Standards and the CCSS. Taking alignment efforts one step further into curriculum planning, Clackamas ESD's Curriculum Mapping Tools offer a month-by-month format for teaching the CCSS and include space for connecting instructional resources and assessments. These and many other resources are available to districts on ODE's website.

College and Career Ready Standards for English Learners

English Language Proficiency (ELP) Standards that correspond to College and Career Readiness Standards

As part of the ESEA waiver requirements, Oregon adopted new ELP standards that correspond to Oregon's College and Career Readiness Standards and the Next Generation Science Standards in October 2013. The standards were developed by WestEd, under contract with CCSSO, and in collaboration with the eleven ELPA21 consortium states and Stanford University's Understanding Language. Consistent with its lead role in the ELPA21 consortium, Oregon actively participated in the ELP standards review and development

process and the feedback we provided throughout the process was instrumental in shaping the final ELP standards.

The new ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college and career ready standards and that are necessary for English Learners to be successful in schools. These standards were presented for first reading to the Oregon State Board of Education on September 19, 2013. At that time, ODE staff provided the State Board with an overview of the development process and the stakeholder feedback Oregon received, including who was involved in the various reviews, how the standards evolved, and a summary of the feedback Oregon received on the August draft standards. Several files documenting Oregon's stakeholder involvement and feedback on the ELP standards were shared with state board members and are available at <http://www.ode.state.or.us/search/page/?id=3997>.

ELPA 21 Consortium

The English Language Proficiency Assessment for the 21st Century, ELPA21, is a consortium of states that is developing an assessment system based on new ELP Standards (described above) that will inform instruction so that all English Learners (ELs) leave high school prepared for college and career success. As of February 2015, there were ten states (Arkansas, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia) participating in ELPA21, representing multiple regions of the United States, and including member states from both Smarter Balanced and PARCC assessment consortia. ELPA21 also includes key partners from the Understanding Language Initiative of Stanford University; the National Center for Research on Evaluation, Standards, and Student Testing (CRESST); the National Center on Educational Outcomes; and the Council of Chief State School Officers (CCSSO). The Oregon Department of Education is the lead state agency, and CCSSO is the project management partner.

In September 2011, ELPA21 was initially awarded a \$6.3 million four-year Enhanced Assessment Grant (EAG) to develop a summative online assessment and online screener to measure English language proficiency. ELPA21 later received supplemental funding of approximately \$2.7 million to support an accelerated timeline for the delivery of the summative assessment from 2016-17 to 2015-16. Following is a timeline of major deliverables related to the ELPA21 project:

- Item Development January–October 2014
- Platform and System Trial January 6–14, 2015
- Field Test February 2–March 31, 2015
- Operational Summative School Year 2015–2016
- Operational Screener School Year 2016–2017

Sustainability of the ELPA21 assessment system is at the forefront of member states' planning and preparation. We want to ensure that this assessment is cost-effective, integrated into existing processes, is accessible to all students regardless of ability or disability, and that the development process is informed, valid, and the end product is a success. Sustainability planning began in September 2013. A key priority includes how to sustain the governance structure in order to maintain effort and momentum in ELPA21 activities. To that end, ELPA21 is currently seeking a long-term partnership with a public entity to deepen support to states and to ensure the ongoing success of ELPA21.

Planning for the ELPA21 Transition

To prepare for the transition from Oregon’s ELPA to ELPA21, ODE has followed a three-phase transition planning process:

- Phase One: Convened a statewide work group to help the state think through the implications for Title III accountability placement and exiting decisions for English Learners during the 2015-16 school year—the first year of ELPA21’s operational implementation and develop a set of recommendations for Oregon’s transition plan. The workgroup consisted of LEA staff from 11 different districts or ESDs and approximately the same number of ODE staff. Dr. Karen Thompson of Oregon State University served as the facilitator. (Phase one was completed October – December, 2014. Details about the workgroup’s recommendations follow the overview of the three phases.)
- Phase Two: Share recommendations developed in Phase One with stakeholders across the state and solicit feedback from both stakeholders and the U.S. Department of Education through an iterative process to inform the final design of Oregon’s transition plan. (Phase two began in January 2015. A formal proposal to revise the calculation of AMAO1 was submitted in early March, 2015 to the U.S. Department of Education. The workgroup’s recommendations and the details of ODE’s proposal will continue to be shared with stakeholders for the next several months.)
- Phase Three:
 - a. Submit a formal proposal for any revisions to Oregon’s existing AMAO calculations to the U.S. Department of Education based on the feedback received during Phase Two.
 - b. Convene another statewide workgroup to provide the state with guidance on the use of multiple measures for exiting decisions. (The anticipated timeline for this workgroup to meet and draft initial recommendations is March – June, 2015.

The workgroup convened in Phase One evaluated three possible testing transition scenarios for 2015-16. In all three scenarios, ELPA21 would be a required assessment but the administration of Oregon’s current ELPA could vary, in the following manner:

- a. Offer Oregon’s ELPA for all ELs (i.e., double-testing all ELs.)
- b. Offer Oregon’s ELPA for a subset of ELs (double-testing some ELs.)
- c. Not offer Oregon’s ELPA for any ELs (no double-testing.)

After considering the pros and cons of each scenario, the consensus among the workgroup was to recommend scenario three, i.e., no double testing. It was left to ODE to develop a proposal to the U.S. Department of Education to address the challenge that this posed to the calculation of AMAO 1 in 2015-16. The workgroup also agreed that districts should consider supplementing ELPA21 data with other local measures to inform student placement and exiting decisions, and that ODE should convene another workgroup to recommend guidance on the use of multiple measures for exiting decisions. Several work group members indicated a willingness to participate in this next phase of work, and the configuration and timeline for the deliverables of this work group are currently under development.

Title III Monitoring revisions based on Monitoring Collaborative in 2011-12

In 2011-12 ODE convened a workgroup consisting of LEA superintendents, English learner specialists, and SEA staff to review and revise the Title III monitoring process. The new

process includes a desk monitoring every three years for each Title III sub-grantee. After the monitoring review is compliant, the SEA provides targeted technical assistance to LEAs who have either not met the Title III AMAO targets for 4 or more years or to LEAs with a focus or priority school. The purpose of the on-site technical assistance is to provide the opportunity for districts and schools to ask specific questions, review EL data, and discuss the EL program. These technical assistance visits have resulted in a collaborative SEA/LEA focus on improving educational programs for Oregon's English Learners.

The desk monitoring practice has been in place for three school years. The SEA provides training via webinar six weeks prior to monitoring submission dates and training immediately following the selection of districts for monitoring the following school year. All documents and training presentations are posted to the Title III monitoring web page.

English Learners Alliance Conference

Beginning in 2012-13, ODE and COSA launched an annual conference supporting English Learners. Oregon has leveraged national speakers to present at the conference. The first year, March 2013, over 500 district, community, higher education, and state staff attended this conference. The following year, over 600 people attended and 640 in 2015. The number of proposals submitted for conference presentations was considerably higher this year than in years past.

In addition to presentations from LEAs and ODE, more presenters from Oregon's higher education institutions are offered each year, and the conference features national experts as keynote speakers. In 2014, Dr. Kenji Hakuta presented on the need to improve instruction for ELs to address the increasing language demands of college and career ready standards, and highlighted the importance of Oregon's new ELP standards. In 2015, Oregon will benefit from keynote presentations by Dr. Wayne Thomas and Dr. Virginia Collier. As a result of the high caliber of professional development this conference provides, it has helped build our state's capacity to support Oregon's English Learners.

Supporting Biliteracy through Dual Language Grants and a State Biliteracy Seal

Oregon's Dual Language Grant project: In the fall of 2013, the state of Oregon created a three-year grant project (\$1.3M) as part of the Network for Quality Teaching and Learning to support schools and districts with the design, implementation, and improvement of dual language/two-way programs across the state. The project was established to help close achievement gaps between English Learners and non-English Learners and to support bilingualism, biliteracy, and academic achievement among all students.

In November 2013, grants were awarded to seven districts and one charter school. Seven of the funded programs include Spanish as the partner language, and the final grant helped establish the first Vietnamese dual language program in the state. Oregon was also pleased to be able to award grants to create and expand programs in both urban and rural communities in most of the major regions of the state, with the exception of coastal Oregon. We are fortunate to have national experts providing critical professional development and technical assistance to the grant sites on matters related to program design, implementation, and evaluation. Interest in the grant program has been high from the beginning, and was further aided by Oregon's recent decision to adopt a state seal of biliteracy to be awarded to eligible high school graduates beginning in 2015. As a result of the initial success of the grant program, there are plans for a second phase of work to support the further development of

these programs and to evaluate the K-12 biliteracy outcomes of students enrolled in them.

State Seal of Biliteracy: ODE will award its first State Seals of Biliteracy in June, 2015 to biliterate graduates from 7 pilot school districts. With the support of the Oregon State Board of Education, the Education Equity Unit of ODE led a stakeholder process to define the Seal's criteria. The criteria that resulted from the stakeholder process, as well as the process for applying for the State Seal of Biliteracy, will be tested, analyzed, and revised prior to going to state-wide adoption in Fall, 2015.

ELL State Collaborative on Assessment and Student Standards Membership

For the past few years, Oregon has been a member of the CCSSO ELL SCASS (State Collaborative on Assessment and Student Standards). This group, comprised mostly of SEA staff but also including higher education and industry partners, meets three times a year to discuss critical issues related to ELs and is facilitated by Dr. Kenji Hakuta and Dr. Martha Castellon from Stanford University. Participation in the ELL SCASS enables Oregon to learn from other states and national experts and to leverage its voice to improve services and outcomes for English learners. Moreover, it has been instrumental in fostering substantial and sustained collaboration among ODE and other SEAs, such as Oregon's inclusion as the lead state in the EAG proposal for ELPA21, and Oregon's involvement in drafting a policy paper along with three other ELL SCASS members that outlines key issues related to English Learner Students with Disabilities (ELSWD).

Statewide Technical Assistance and Professional Development

Title III webinars: Six webinars are held each year to assist LEA Title III directors in their professional development and program requirements. The regular and on-going webinars provide time for additional training and feedback from LEAs on a frequent basis.

Odyssey Presentations: Each summer professional development is held in the state to assist LEA federal program directors be prepared for the new school year. These trainings, called Odyssey conferences, include all Title I, II, III, I-C, IX, and OCR presentations. ODE staff participate in the annual Odyssey conferences, providing presentations on important Title III matters.

After the adoption of the new English Language Proficiency Standards, the State Board of Education allocated funds to support the professional learning that teachers will need for instructional alignment. To this end, the Education Equity Unit created three strategic pathways for securing professional learning:

Supporting English Language Learners under New Standards - a Massive Open Online Course (MOOC):

The ODE Education Equity Unit collaborated with Stanford University's Understanding Language Institute and Oregon State University to design a free online course for in-service teachers. ODE developed the course to specifically meet the professional learning needs of Oregon's, and other ELPA 21 states, teachers to align their practice to the new ELP Standards. The course reached thousands of teachers, and culminated in Professional Development Units for Oregon teachers that completed the course. In Oregon, 493 teachers completed the course, while many hundreds more participated as their schedule allowed. This is new ground for State Education Agencies; as the ODE was the first SEA to co-develop a Massive Open Online Course. <http://ecampus.oregonstate.edu/open/english-language-learners/>

Professional Learning Teams Conferences: Our principal grant opportunity identified 28 school districts with the highest concentrations of ELs (i.e., ≥ 500 English Learners, or $\geq 15\%$ of the total student population is comprised of ELs). Each participating district dedicated a professional learning team to accomplish two goals:

1. Design and deliver teacher workshops to support the professional learning required for standards alignment.
2. Plan, pilot, and revise model units of instruction mapped to the new ELP Standards. Each model unit will be shared state-wide on an instructional portal.

Each participating team received a subgrant to fund this work. To support the implementation, and the required professional learning of each of the teams leading this effort, ODE hosted regional Professional Learning Team Conferences. Over the course of 18 months, the ELP Standards Professional Learning Teams will have met 6 times.

ELP Standards Work Group: The ODE Education Equity Unit created a work group as a feedback loop to ensure that our session planning responds to the specific areas of need expressed by our colleagues. This Work Group was instrumental in ensuring the success of the ELP Standards Professional Learning Grant. It is comprised of 14 educators from diverse backgrounds, representing small and large, urban and rural districts.

Onsite Consultations: The Education Equity Unit, through its collaboration with grantee districts in the PLT Conferences, has developed a robust catalog of modules for professional learning. These materials are available to all school district colleagues free of charge. Additionally, the ODE Education Equity team is available for onsite consultation and tailors each session to the specific needs of the requesting school or district team.

Implementing Growth Models for AMAO 1 and AMAO 3

In the 2011-12 waiver, ODE was granted the permission to review and revise its AMAO calculations. During 2012-13, ODE convened a workgroup from across the state to discuss how to improve Oregon's AMAO calculation. A proposal was submitted in April 2013 and ODE staff collaborated with U.S. Department of Education – Title III staff from April 2013 through August 2014. In August 2014, ODE received official notification that its AMAO recalculation proposal had been approved. By incorporating a growth model within our AMAO accountability system, we are now able to identify the districts of various sizes that are effectively serving their EL students and those that are not. Previously, the best predictor of meeting AMAO targets in Oregon was the size of a district's EL student population.

EL Program Model Revisions

From July – October, 2014, a work group comprised of ODE and district staff and other local EL experts met to discuss how the state could revise the EL Program Models definitions included in the state's LEP collection and EL Program Guide to provide clearer descriptions of each model to guide EL program reporting, research, and instructional practice. ODE staff researched program model labels and descriptions that were commonly used in EL research, by other state departments of education and the federal government, and by respected national organizations with expertise in this topic (e.g., Center for Applied Linguistics, Dual Language Education New Mexico). As a result of this research and feedback from the workgroup, ODE is recommending revisions to the state's EL Program Model labels, definitions, and codes that will go into effect starting in 2015-16. ODE staff is also presenting

the recommended revisions to local stakeholders at state meetings with Title III Directors and data collection supervisors, at state conferences, and directly to LEAs that have requested presentations on this topic.

College and Career Ready Standards for Students with Disabilities

Because students with special needs are, first and foremost, general education students, Oregon's statewide implementation of the CCSS is comprehensive: intended for and directed toward all educators for all students, including students with special needs and their teachers. Specific implementation activities related to the CCSS intersect with special education outcomes described in the following examples:

Statewide Trainings

Training on specific instructional methodologies aimed at ensuring educators are prepared to support students with special needs in the CCSS is held at ODE's Annual Special Education Fall Conference and at mandatory fall special education trainings. All Oregon school districts are encouraged to ensure special education staff participate in the CCSS/Educator Effectiveness Professional Learning Team (PLT) conferences. In addition, ongoing local trainings coordinated via COSA are made available for all educators, including special educators that address supporting students with special needs in CCSS and Educator Effectiveness.

Ongoing Communication

Special education leaders will continue to receive updates and resource links provided through ODE's Office of Learning/Student Services Unit related to online tools, training opportunities, and video resources. They have also been encouraged to participate in regional trainings on the CCSS offered by ODE and COSA.

Oregon Alternate (“Extended”) Assessment

Oregon fully implemented the Oregon Alternate (Extended) Assessment developed by our test vendor, Behavioral Research and Teaching, at the University of Oregon (BRT/UO) in SY 2014-15. This assessment, in alignment with Oregon State Board of Education's adoption of the Common Core State Standards (ELA and Mathematics), as well as the Next Generation Science Standards, is now linked to these new content standards. This assessment is administered to students from grades 3-8, and 11.

Oregon plans to fully implement the Oregon Alternate (Extended) Assessment in SY 2015-16. However, Oregon plans to review alternate assessment options with stakeholders this Summer (2015) with the plan of submitting a recommendation for approval to Oregon's State Board of Education in Fall, 2015. The recommendation may be that Oregon continues with BRT/UO and the Alternate (Extended) Assessment or to disseminate a Request for Proposal to identify another test vendor/alternate assessment. If the approved recommendation is for the latter, Oregon plans to implement a new Alternate (Extended) Assessment in SY 2016-

17State Personnel Development Grant

As a part of Oregon's State Personnel Development Grant, educators providing interventions to specialized populations are trained on the critical components of the CCSS. This training includes Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and Effective Behavioral and Instructional Support Systems (EBISS) at the district level.

Schoolwide Implementation Framework for Transformation (SWIFT)

Oregon is one of five states selected to participate with the SWIFT Center (University of Kansas), to implement the SWIFT Framework in Oregon to improve student achievement for ALL students, including students with disabilities. Using Implementation Science principles, we have begun working with four districts with the intent to scale up throughout the state over time. This research-based framework includes the following five domains:

- a) Effective Administrative Leadership
- b) Multi-Tiered Systems of Support
- c) Integrated Educational Framework
- d) Family and Community Engagement
- e) Inclusive Policy Structure and Practice

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

The Oregon partnership has been selected for the CEEDAR 2015 Cohort. Working collaboratively with CEEDAR, Oregon will revise teacher and leader preparation programs to ensure their faculty and candidates are prepared to use evidence-based practices and culturally responsive pedagogy in integrated ways to help students with disabilities reach college and career ready standards. These programs will provide teachers and leaders with sustained, effective learning opportunities to be more effective educators. States will also work to develop an aligned policy context that supports these preparation reform efforts by focusing on several key policy levers, including licensure standards and processes for certification, program approval requirements, and improved strategies for evaluating educator preparation programs for teachers and leaders who educate students with disabilities.

ODE regularly evaluates assessment accessibility supports necessary for students with disabilities based on the activities in instruction, the mode and format of the assessment, and student need (<http://www.ode.state.or.us/search/page/?id=487>). Oregon's Accessibility Panel is charged with reviewing, approving, and defining assessment accessibility supports and recommendations that are submitted by the field, and to ensure that specific student accessibility needs are considered during the implementation of any new state required activity. This practice continues with the implementation of the CCSS.

Analysis of the learning accessibility supports necessary to ensure that students with disabilities have the opportunity to meet the CCSS has been conducted as follows:

- In 2011-12, ODE provided Oregon's Accommodations Panel with broad and deep information about the CCSS to ensure panel members have a working knowledge and current awareness of the changes in expectations;
- Beginning in the last quarter of the 2011-12 school year and into 2012-13, Oregon's Accommodations Panel reviewed the content of the CCSS and supporting documents to analyze any fundamental changes (whether adding or removing allowable accessibility supports) that are necessary as content standards and expectations change. For example, use of calculators is currently an accommodation for all students in Oregon;
- In 2012-13, Oregon conducted an analytical review and replacement of the existing accessibility supports in light of the CCSS and related supporting documents to determine which of the existing state's accessibility options will remain applicable following the change in standards. ODE communicated these

changes to districts to ensure complete integration by 2013-14 so that students are prepared for the new assessments in 2014-15 and

- As a member of the SBAC, Oregon works collaboratively to ensure state allowable assessment accessibility supports are consistent with those defined nationally (i.e. SBAC) for the purpose of the assessments and are consistent with the mode and format of the assessments. This work will be ongoing through the 2014-15 implementation and beyond. This work is in conjunction with and along the same timeline as the development of supports for all students.

ODE focuses not only on sound accommodations, but also on helping districts implement sound instructional strategies – effective methods to ensure that students with special needs can meet the high expectations of CCSS:

- **Universal Design for Learning:** ODE encourages districts to engage in professional development to implement instructional strategies based on the principles of Universal Design for Learning (UDL). The principles of UDL support student access and engagement through development of multiple means for students to represent content; to act, interact, and express their understanding of the content, and to engage in sustained effort and ultimately retention of the content. Oregon has a direct networking relationship with the Center for Applied Special Technology (CAST), which researches and provides significant resources for states and districts related to UDL (<http://cast.org/>). In addition, ODE trainings encourage districts to access the federally supported resources provided by the National Center for Universal Design for Learning.
- **Assistive Technology and Support Tools:** Oregon's CCSS implementation will focus on supporting instructional strategies and approaches with the appropriate scaffolds, in the form of assistive technology and other instructional supports. Through Oregon's Accessibility Panel and expertise in the field, ODE addresses the range of special education needs that arise in the context of the more rigorous CCSS. Using the guidance from the SMARTER Balanced assessment advisory panels, Oregon's Accessibility Panel helps design professional development content around assistive technology and, in conjunction with Oregon's Technology Access Program (OTAP), will facilitate the delivery of professional development related to assistive technology beginning.

Outreach and Dissemination of College and Career Ready Standards

Following the adoption of the CCSS, ODE drafted a comprehensive communication plan to inform the state's diverse educational stakeholders of the purpose and promise of the CCSS. Outreach and awareness-building composed the primary set of activities during the first year of the CCSS blueprint for implementation. Those activities continue through a variety of channels: a state website dedicated to the CCSS, production of a webinar series, presentations at local meetings and state conferences, regional workshops designed for district and school level teams, monthly updates in all ODE and statewide educational partner communication networks, quarterly newsletters, and targeted stakeholder group outreach conducted by ODE staff, ESD staff, and the Stewardship Team.

The Oregon CCSS Stewardship Team's communications workgroup included members from various stakeholder groups: educators, college faculty, special education and ELL directors, parents, business leaders, and administrators. The workgroup produced flyers and notices

targeted for each of the stakeholder groups. A CCSS webinar series was provided to share information about: CCSS Resources, Instructional Materials, and the SMARTER Balanced Assessment.

ODE staff and CCSS Stewardship Team members provided presentations and workshops throughout the state at local, regional, and statewide meetings and conferences to provide outreach and build awareness and understanding of the CCSS for stakeholders. For example, the Oregon 2011 Summer Assessment Institute included a CCSS keynote and breakout sessions on the CCSS for the more than 550 participants of district/school teams, and the 2011 Oregon School Boards Association (OSBA) convention provided a targeted CCSS keynote and breakout strand. Presentations have also been specifically targeted toward schools of education within the state's institutions of higher education, providing critical information to stakeholders in teacher preparation programs. In their roles as CCSS ambassadors, the Stewardship Team members were tasked with outreach and dissemination during the 2011-12 and 2012-13 school years.

Since Oregon's adoption of the Common Core in fall of 2010, the ODE has worked with our partners to communicate about the importance of these College and Career Ready Standards and aligned assessments. These communication efforts have included informational pieces in ODE's monthly e-newsletter distributed to schools and districts; messaging and informational handouts for district and school staff; templates for letters, PowerPoints, and handouts schools can use for parent and community nights; documents and implementation toolkits on our website; in-person and virtual professional development trainings for school staff; parent and community forums; newspaper articles and opinion pieces; speeches and presentations; and meetings with key education, business, and legislative leaders.

ODE formed the Oregon College and Career-Ready Coalition in 2013, a group of stakeholders and education partners who engaged in work to support the standards and brainstorm effective messaging. Continued work led by ODE Communications staff helps to build awareness, deepen understanding, and facilitate critical links among people, ideas, and information. To foster diversity, equity, and inclusiveness in ODE's communication efforts, community partners including the Latino Network, Salem-Keizer Coalition for Equality, and other organizations representing communities of color provided feedback into ways to best reach diverse parent audiences. ODE continues to work closely with school and district staff to support their efforts in communicating at the local level while ODE carries the message forward at the state level.

ODE has worked to inform the business community about Common Core State Standards and has partnered with business leaders through business associations to provide accurate information and resources about the CCSS and what they mean for students and the business community in Oregon. Business leaders have showed support for higher standards by meeting with legislators to inform policy decisions. In addition, one of the state's largest employers, Intel, has held a yearly Common Core State Standards informational lunch for employees. This forum brings together school district administrators, curriculum specialists, and state-level representatives and allows employees to get information and ask questions.

Professional Development Supports for Teachers and Principals

In 2011 and 2012, ODE worked with professional organizations, ESDs, institutions of higher education, EdNW, and districts to develop and provide professional development services, resources, and tools to prepare teachers and principals to implement the CCSS for all students. Professional development included a variety of activities and strategies, listed below:

- ODE partnered with COSA to deliver regional workshops for school and district teams composed of administrators, department chairs, instructional coaches, and teachers. The workshops featured sessions for ELA and math teachers to provide hands-on work with classroom strategies, time for team planning, and updates on resources.
- ODE partnered with COSA to develop and deliver professional development targeted at principals. The goal was to ensure that all principals and district leaders were engaged in conversations about the classroom indicators of effective implementation, and were prepared to support effective instruction that addresses the needs of all learners.
- ODE, in collaboration with Oregon educators, developed an online suite of professional development supports through the CCSS Implementation Toolkit (<http://www.ode.state.or.us/search/page/?id=3430>). As part of the toolkit's development process, ODE hosted a two-day work session with members of the CCSS Stewardship Team as well as teacher leaders from across the state. Participants gave feedback on the structure and design of the toolkit, identified useful professional development resources from other states, and designed resources to meet the unique implementation needs for Oregon classrooms.
- ODE in collaboration with Oregon educators developed a K-12 Literacy Framework that included supports for reading and writing aligned to the CCSS. The framework included state, district, and school self-assessment tools to support reading proficiency that ensures students are reading grade level text or above by the end of first grade, developing grade level or above reading skills spanning K-12 across all classes, receiving intensified instruction to help them read at grade level, and preparing them to graduate college and career ready.
- Professional development was designed using the National Standards for Professional Learning providing an integrated approach to supporting Oregon educators (<http://www.learningforward.org/standards/index.cfm>).

Much of this professional development is delivered through the Continuous Improvement Network described in section 2G, as well as through ESDs, partnerships, and other existing networks. The Continuous Improvement Network links teachers, including those serving students with disabilities and ELLs, to share best practices and materials in an effective way. The professional learning communities of practice provided by the Network promote continual development of effective teaching of the CCSS and build capacity and expertise across the state. Rural districts are supported in the implementation of CCSS through participation in the Continuous Improvement Network and the Education Service Districts (ESDs). In Oregon, a portion of the State School Fund is directed to ESDs to ensure districts can operate efficiently and access a full range of services and supports. ESDs have proven vital to rural districts, providing technology, procurement, office services, instructional support, specialists, and professional development.

Statewide Professional Learning Teams

During the 2013-14 and 2014-15 school years, the Network for Quality Teaching and Learning (HB3233) provided funding for district and ESD Professional Learning Teams (PLTs) to support CCSS and Educator Effectiveness implementation. PLTs are collaborative teams of teachers and building/district administrators who support district-wide implementation and integration of the Common Core State Standards (CCSS) and Educator Effectiveness (educator evaluation SB290/ESEA waiver requirements). Funds were used by ODE to convene two-day PLT conferences three times a year in one of three locations around the state (Eugene, La Grande, and Portland) at no cost to the districts. These conferences support an integrated approach to implementation of the CCSS and Educator Effectiveness and provide an opportunity for districts to plan, network with other districts, and share best practices.

ODE collaborated with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation and to discern the immediate supports needed by districts that could be addressed at the PLTs. The focus of the 2013-14 PLTs was on building district capacity and leadership for professional learning to support the implementation and integration of CCSS and Educator Effectiveness. ODE brought in experts from the Learning Forward organization to present and facilitate a process in which district PLTs conducted a self-assessment to identify areas of strength and need for professional learning to effectively implement CCSS and Educator Effectiveness. The self-assessment tool, based on the National Standards for Professional Learning, provided a relevant tool for districts to use for planning.

PLT conference sessions in the 2013-2014 school year provided attendees the opportunity to dive more deeply into topics such as: culturally responsive teaching and leading, CCSS as it relates to English language arts, math, and the New Generation Science Standards (NGSS), building local assessment capacity, CCSS connections to special education and talented/gifted education, and creating math formative assessments, and inter-rater reliability for educator evaluations.

PLTs conferences in the 2014-2015 school year offered attendees the opportunity to choose from six strands that spanned the school year: English Language Proficiency, Math, English Language Arts, Science, Student Learning and Growth Goals, and Inter-Rater Reliability in Educator Evaluations. Additionally, a variety of “Promising Practice” sessions were offered in each location to highlight best practices occurring in districts throughout Oregon.

The PLT conference keynote presentations and follow-up leadership sessions for administrators were offered by experts from: Learning Forward, The Equity Collaborative, The California Math Project, and professors from Oregon State University and The University of Oregon on Equity, Math and ELA.

Future regional PLT support will continue for implementation and integration of CCSS and Educator Effectiveness, including instructional shifts related to CCSS and the upcoming NGSS, and aligning classroom observations in educator evaluations with instruction aligned to CCSS.

In addition to providing regional support, ODE will collaborate with other organizations such as COSA, the Oregon Schools Personnel Association, Oregon Education Association, Oregon School Boards Association, and others to provide professional learning on CCSS and Educator Effectiveness through existing professional development venues and meetings.

throughout the year and will continue to make this a priority through 2018.

Oregon Educator Network (OEN)

Oregon is creating the [Oregon Educator Network](#) (OEN), an online collaborative webspace funded through the Network for Quality Teaching and Learning (HB3233) that connects Oregon P-20 educators to fellow, job-alike educators for sharing and discovery of practices, resources, model programs, and professional development. The purpose of the network is to showcase quality educators, inspire collaboration, and recognize professional expertise across the state. The collaborative webspace will be available to educators in June 2015 and will be updated and maintained through 2018 and beyond.

Instructional Materials Aligned to College and Career Ready Standards

For each content area, Oregon establishes and adopts statewide criteria for selecting high-quality instructional materials, including digital and open content. In support of district implementation of CCSS, Oregon conducted a full review of ELA materials in 2012-13 to bridge Oregon's existing investment in instructional materials to support the implementation of CCSS. The instructional materials review process conducted in 2012-13 has allowed existing contracted publishers and content providers present updated correlations, pacing guides, and frameworks for existing materials that support CCSS. Following the bridge year review, Oregon conducted a full review of ELA materials in 2013-14. A full review of mathematics materials is currently underway (2015-16). Oregon will also conduct a full review of Science materials in 2016-17 to support the implementation of NGSS.

In implementing CCSS, Oregon affirms its commitment to ensure that instructional materials are culturally relevant and that educators with broad interests participate in evaluating instructional materials for adoption. The evaluation criteria and review process will continue to assure materials are designed to support differentiated instruction for students, including ELLs, student with disabilities, and low-achieving students.

Digital content and instructional materials will continue to be available for purchase through the Northwest Textbook Depository. Reviewed materials will be available to the public through a viewing site at Western Oregon University, and the state video caravan web page will continue to provide access to the vetted instructional materials available for purchase by districts. Further, Oregon will review its processes around selection and adoption of materials to ensure the state can benefit from the cost savings inherent in adopting national standards in a time when digital content and technology are becoming increasingly prevalent.

Balanced Assessments Aligned to College and Career Ready Standards

ODE is committed to providing resources to ensure that each teacher has the skills for high quality assessment practices and that evidence from a classroom teacher or a team of teachers at a school is respected as a valid representation of student mastery. In addition to implementing CCSS and transitioning to SBAC assessments, Oregon is developing resources to support classroom assessment practices.

To support high-quality assessment practices for a wide range of purposes, ODE developed the Oregon Assessment Guidance resources, which include Oregon’s statewide criteria for high quality assessments. ODE has also partnered with Berkeley Evaluation and Assessment Research Center as well as four regionally distributed districts to build local capacity to develop classroom assessments based on learning progressions. In addition, ODE has partnered with several agencies, including WestEd and SCALE, to provide professional development on the instructional implications for Smarter Balanced performance tasks, on developing curriculum-embedded assessments, and on formative assessment practices. Additionally, as a part of the Council of Chief State School Officers’ Innovation Lab Network, Oregon educators in several districts have piloted performance-based assessments aligned to CCSS.

Through these assessment initiatives and partnerships with other state education agencies, ODE has gained access to a substantial amount of high-quality assessment resources that have Creative Commons licenses. ODE will draw upon this content to develop a coordinated suite of assessment resources that can be used to increase assessment literacy and capacity statewide.

Alignment with Early Childhood

During the 2013 Legislative Session, the Oregon Legislature passed bills that provide funding for two important investments in Oregon’s earliest learners. House Bill 3232 established the Oregon Early Reading Program, which includes funds to be directed by the Early Learning Council for the purpose of strengthening early literacy among children ages 0-6 and with the intention of improving children’s kindergarten readiness and third grade reading proficiency. House Bill 2013 created the Early Learning Kindergarten Readiness Partnership & Innovation Fund, which is also directed by the Early Learning Council, and which will provide funding for communities to pilot innovative approaches for linking early learning and kindergarten.

Kindergarten Readiness Partnership & Innovation Program

The Early Learning Kindergarten Readiness Partnership and Innovation Program invests in promising models for early learning/K-12 education across the state, and promotes community and school partnerships that result in measurable increases in children’s readiness for kindergarten. Additionally, this grant program will help to build a body of evidence that Oregon can use to create replicable models for improving alignment between its early learning and K-12 education systems.

Oregon Early Literacy Grant

The goals of the Oregon Early Literacy Grant program are to improve children’s kindergarten readiness and, ultimately, third grade reading proficiency. Grants were awarded to early literacy partnerships that will build the capacity of adults to engage in high quality reading experiences with children, expand reading opportunities for children, increase the frequency with which children are read to in the home, and expand access to books, libraries, and/or materials and curriculum that promote early literacy.

Early Learning Hubs

Since 2014, fourteen Early Learning Hubs have formed across the state. Two final Hubs are expected to form and reach contract by June, 2015. The Oregon Legislature created the Early Learning Hubs in order to make resources and supports more available, more accessible,

and more effective for children and families who are historically overrepresented in the opportunity gap and underrepresented in services. Hubs are building outcomes-focused collaborations across five sectors: K-12 education, early learning, health, human services, and business. Based on statutory guidance, each Hub identifies the underserved children in its region, evaluates the needs of those children and families, and then works to ensure that programs and services reach them and effectively meet their needs in order to ensure that they reach kindergarten ready to succeed in school.

Alignment with Institutions of Higher Education

Oregon has led post-secondary alignment efforts through participation in the College Readiness Partnership, a collaborative effort between CCSSO, the American Association of State Colleges and Universities, and the State Higher Education Executive Officers. The Partnership promotes broad CCSS implementation with a focus on those issues at the intersection of K-12 and higher education systems, working directly on the following three objectives:

1. Identifying how the CCSS should be implemented in each participating state in order to truly improve college and career readiness for all students including students with challenging learning needs
2. Defining how leaders and faculty across K-12 and higher education will work together to improve teaching and learning in ways essential to achieving the goal of college and career readiness
3. Delineating the specific steps that higher education and states must take together in order to make effective implementation a reality (e.g., making college and career readiness expectations more transparent, aligning curricula, assessing student performance more effectively, and improving teacher preparation and professional development).

Oregon's Partnership team has pursued this work through the Placement Proficiency Aligning Standards (PPAS) Project funded through a grant from the Lumina Foundation. This project aims to establish a common benchmark of preparedness for entry level college coursework by aligning college placement exams with CCSS and forthcoming SBAC assessments. The PPAS work also includes activities designed to deepen and expand current high school and college faculty collaboration to better understand CCSS, its assessments and the direct connection to being college ready. Frequent statewide workshops (in person and online) with higher education faculty in math, reading and writing, teacher education faculty, and secondary school teachers is a key professional development deliverable.

The PPAS project supplements the current work being done in the Oregon Department of Education (ODE) to significantly improve student success in college, and ultimately career. PPAS brings college readiness fully into the work of Common Core State Standards (CCSS) by making sure a direct correlation exists between the Standards (and their related assessments) and higher education's placement tests into college math, writing, and reading. This alignment of assessment helps guarantee a student is actually prepared to begin college-level coursework, regardless of their area of study and unifies placement testing in higher education. PPAS also furthers the work of CCSS alignment between K-12 and higher education by providing teacher education and development for both high school and postsecondary instructors. Educators across levels will create shared bonds and develop a

common understanding, language, rubric for proficiency, and vision of the state's CCSS work.

The Oregon public universities and community colleges are in the process of adopting a policy that allows students meeting the 11th grade Smarter Balanced assessment in mathematics and English Language Arts to enter entry level college courses, without further placement testing. Students must take additional coursework (preferably credit-bearing) in their senior year for this policy to apply. This will be in effect for the juniors taking Smarter Balanced in spring of 2015. Upon graduation, students must enroll directly into an Oregon university or community college. Oregon is in the early stages of developing ways in which students who are not college ready may complete additional work during their senior year to become college and career ready. Students meeting the college readiness benchmark during their senior year may also enroll in college-level coursework directly upon enrolling in a university or community college. Initial plans have been created to look at the student's performance on the assessment and subsequent performance on twelfth grade coursework. If systems and capacity allow, that can be scaled up to look at how students perform in postsecondary. The policy will be revisited in 2018. At that time, research may inform any alterations that will need to take place with the policy.

Specialized workgroups provided an additional venue for bringing together educators from across the state and across education levels to develop relationships and ensure all stakeholders are a vital part of implementing CCSS. Each workgroup will have a representative with knowledge and understanding of the needs of students with disabilities and students with second language needs. Furthermore, collaboration between postsecondary faculty and K-12 teachers and administrators around the CCSS will provide opportunity for reflection on the necessary and sufficient preparation (both content and pedagogy) teachers need to align their practice with the CCSS.

In addition, as part of its CCSS transition plan, ODE has targeted communication, regional trainings, and updates to strategic partners in higher education to ensure that parallel timelines of activities occur in pre-service training programs for both general and special education programs. Ongoing alignment between ODE and higher education occurs by including teacher preparation programs in PK-20 advisory meetings and professional development opportunities.

Oregon Administrative Rule (OAR) requires that candidates for an initial teaching license demonstrate that they are able to design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds. To ensure candidates are able to demonstrate those competencies, teacher preparation programs in Oregon require students to pass a course in either (1) exceptional/special education students, which includes direct instruction on working with students with disabilities in an inclusive setting, differentiated instruction, and participating in the IEP process; or (2) cultural competence and/or English learners, leading many to achieve an ESOL endorsement as part of their program.

Teacher education programs have revamped their curricula in their courses to reflect the CCSS. Prospective teachers are required to use the CCSS in their lesson plans, work samples, and as an integral part of methods class activities and assessments. All teacher preparation programs in Oregon have been working more closely with school districts to revamp the clinical and field experiences for prospective and mentor teachers with the CCSS

as a critical part of the discussion, and plans are underway through TSPC for the development of a certificate in CCSS.

The Network for Quality Teaching and Learning funded two Teach Oregon projects. ODE distributed funds to school districts, nonprofit organizations, and postsecondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and postsecondary institutions.

Increasing the Rigor of Statewide Assessments

To prepare students for the increased rigors of the CCSS and the Oregon Diploma, the State Board evaluated its academic achievement standards in mathematics, reading, and science. Cut scores for the Oregon Assessment of Knowledge and Skills (OAKS) were established based on:

- An analysis of back-mapped college readiness requirements.
- External benchmarks, including standards established by the National Assessment of Educational Progress (NAEP), the Programme for International Student Assessment (PISA), and assessments in other states.
- Educator and stakeholder standard-setting panel deliberations.

In both reading and mathematics, achievement standards were dramatically increased at the elementary level and significantly raised at the middle school level to ensure that students who meet the standards have a higher probability of being successful in later studies.

Implementation of the more rigorous cut scores began with mathematics in the 2010-11 school year followed by reading and science in 2011-12. The increased expectations better prepared students for the transition to the achievement standards that will be established by SBAC. More detail on the cut scores can be found in section 2.A.i.

Oregon participated in the Smarter Balanced field test in the spring of 2014. In total, 25,000 students participated in the field test across 78 school districts. In addition, Oregon had over 300 educators and community members participate in the Smarter Balanced achievement level setting process, across all grade levels in English language arts and Mathematics. The Oregon State Board of Education adopted Smarter Balanced achievement levels on January 22, 2015.

Oregon Department of Education staff has participated in various professional development activities across the state in order to provide updates on the 2014-15 transition to Smarter Balanced assessments. Those activities include the Professional Learning Team conferences, held in each region of the state, as well as other training and conferences such as the Summer Assessment Institute, Confederation of Oregon School Administrators, Oregon School Boards Association, Parent Teacher Association, and a series of informational forums designed for parents across the state.

Increasing Access to Accelerated Learning Opportunities

Accelerated learning opportunities include programs such as dual credit, expanded options,

advanced placement (AP), international baccalaureate (IB), and locally developed options. Participation in these programs in Oregon has increased markedly over the past ten years. Within Oregon, several efforts are underway to further reduce barriers that limit student participation in these programs.

Dual credit courses are offered in high schools during regular school hours and are taught by approved instructors. The total number of students who participated in this program in 2010-11 is 24,564. Although accelerated college credit programs are implemented and governed by the policies of the local college/university and school districts, in 2009 the state adopted standards for these programs. The standards ensure that high school students experience the same academic engagement, learning objectives, and content as those enrolled directly in the college.

Efforts at the state level have included:

- The Eastern Promise Replication Grant, funded by House Bill 3232:
 - A consortium of school districts, education service districts (ESDs), community colleges, and four-year universities to expand opportunities for high school students to earn college credits while in high school (through Accelerated College Credit, or ACC, courses) and to build a college-going culture in local schools.
 - These consortia work collaboratively and develop cross-sector learning communities with representatives from both K-12 and postsecondary sectors. As of November 2014, 128 teachers were estimated to be newly-qualified to offer dual credit courses in their consortium as a result of grant-funded training and PLCs.
- Joint collaboration between ODE and the Department of Community Colleges and Workforce Development (CCWD).
 - Dual Credit Oversight Committee (DCOC), chaired by CCWD, has statewide representation from university, community college, and secondary schools.
 - DCOC meets three times annually and reviews the dual credit program standards and the dual credit program applications from the local community colleges.
- The Expanded Options Program
 - All districts in Oregon are required to offer access and opportunities for accelerated college credit programs to at risk students at no cost to the student.
 - Of the students who participated in this program in 2010-11, 26 percent were low-income, 28 percent were from rural districts, 19 percent were minorities, and 11 percent were talented and gifted (TAG) students.
- Senate Bill 254 The Accelerated College Credit Programs Grant Program (2011 Legislation)
 - Authorizes ODE to implement a grant program (\$250,000/biennium) to enhance and expand accelerated college credit programs.
 - Requires the implementation of dual credit standards.
 - Requires the reporting of dual credit participation and academic performance.
- Oregon Career and Technical Education (CTE) Standards (Perkins)
 - CTE program of study within a given career area with specific requirements, including alignment and articulation between secondary and postsecondary partners.

- The results of the CTE program of study work has led to an increase in students pursuing both lower division transfer credit and CTE credit, thus streamlining transitions to post-secondary institutions.
- Oregon College Access Network (ORCAN)
 - ORCAN has facilitated a conference in 2011 and has one planned for 2012.
 - The 2012 Conference is titled "Uniting Oregon Education: Unifying Systems for Oregon Students' Success."
 - ORCAN is a grassroots effort to increase college access to students within Oregon's public educational system.
- Test Fee Program (federal grants 2002-11)
 - Grants pay the AP and IB fees of low income students, which encourages enrollment in these courses, as well as the passing of related examinations for college credit.
 - Oregon has seen continued growth in the number of low-income students who participate in the test fee program.

Oregon Test Fee Program AP & IB Examination Growth 2002-2015

	Advanced Placement Examinations		International Baccalaureate Examinations		Total Exams
		% +/-		% +/-	
2002-2003	353		72		425
2003-2004	729	+106%	141	+96%	870
2004-2005	932	+21%	221	+56%	1153
2005-2006	1,283	+37%	308	+39%	1,591
2006-2007	1,702	+32%	353	+14%	2,055
2007-2008	2,177	+27%	556	+57%	2,733
2008-2009	2,860	+31.3%	591	+6.2%	3,451
2009-2010	3,968	38.7%	836	41.4%	4,804
2010-2011	4,664	+17.5%	965	+15.4%	5,629
2011-2012	4,797	+2.8%	1159	+16.7%	5,956
2012-2013	4,891	+1.9%	1,119	-3.4%	6,010
2013-2014	5,524	+12.9%	1,023	-8.5%	6,547
2014-2015	<i>Data not available until June 2015 (exams taken in May 2015)</i>				

The Oregon State Legislature approved funding to support all Oregon grade 10 students taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). The use of these nationally normed tests allows schools and districts to use the Advanced Placement Potential Program to identify students who show the potential to succeed in rigorous advanced placement courses. Districts use AP Potential, not to screen students out of courses, but to find additional students beyond those who would typically enroll. The use of AP Potential has led to increases in the number of students from underrepresented populations participating in advanced placement courses.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

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Oregon's System of Differentiated Recognition, Accountability, and Support

An Emphasis on Outcomes

In 2011 and 2012, the Oregon Legislature passed bills that laid out clear guidance for the state on an outcomes-focused approach to accountability in public education. Any description of Oregon's accountability system must begin with a clear understanding of the educational outcomes this legislation seeks to produce.

As described in the overview, Senate Bill 253 (2011) set the ambitious 40/40/20 Goal for educational attainment in Oregon: by 2025, every Oregon student should earn a high school diploma or its equivalent. In addition, 80 percent of Oregon’s students should continue their education beyond high school – with half of those earning associate’s degrees or professional or technical certificates, and half achieving a bachelor’s degree or beyond.

Senate Bill 909 (2011) established the Oregon Education Investment Board (OEIB) and directed it to develop core outcomes to guide the state's efforts across the PK-20 education continuum. These outcomes form the backbone of the state's system of differentiated accountability for early learning providers, K-12 school districts, Education Service Districts (ESDs), community colleges, and universities. The high level outcomes the OEIB has established for the entire PK-20 education system are listed here for reference.

- **Ready for school:** From birth through entering kindergarten, Oregon's youngest learners – at home, in childcare, or preschool – should gain the necessary cognitive, social, emotional, and behavioral skills to be ready for school.
- **Ready to apply math and reading skills:** By the end of grade 3, or about age 9, students should develop fluency in reading and understanding, and should have a solid foundation in numeracy.

- **On track to earn a diploma:** By the start of grade 10, or roughly age 15, students should demonstrate the knowledge, cognitive skills and behaviors necessary to earn a diploma.
- **Ready for college and career training:** High school students should demonstrate career and college readiness through multiple measures. Beyond academic knowledge gained or number of credits earned, students should be able to demonstrate critical thinking, communication, collaboration and creativity – all skills that prepare them for postsecondary education or employment.
- **Ready to contribute in career and community:** Graduates of Oregon's post-secondary institutions should be well prepared to be responsible and productive citizens in our communities.

K-12 school districts are focused primarily (but not exclusively) on the second, third, and fourth bullets from above. In the 2012 legislative session, the OEIB secured passage of Senate Bill 1581, which requires all 197 school districts, 19 ESDs, 17 community colleges, the Oregon Health and Science University and the seven institutions of the Oregon University System to enter into Achievement Compacts with the OEIB by July 1, 2012 and annually thereafter. The Achievement Compacts represent for Oregon a coordinated effort to set goals and report results focused on common outcomes and measures of progress in all stages of learning and for all groups of learners.

Immediately upon passage of Senate Bill 1581, the OEIB convened a K-12/ESD subcommittee to develop implementation rules and Achievement Compact templates. After hearing testimony from multiple stakeholder and advocacy groups – including teachers, administrators and parents, as well as advocates for English language learners (ELLs), communities of color, and student health – and after reviewing research and recommendations prepared by the Governor's staff with assistance from the National Governor's Association, the OEIB adopted unanimously a template for an Achievement Compact. The student performance related indicators adopted by the OEIB include:

- Grade 3 proficiency in reading and math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS)
- Grade 6 on-track, as measured by rates of chronic absenteeism
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment
- Four- and five-year cohort graduation and completion rates
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

The Compacts have been expanded to include the results of the kindergarten readiness assessment beginning in 2013-14.

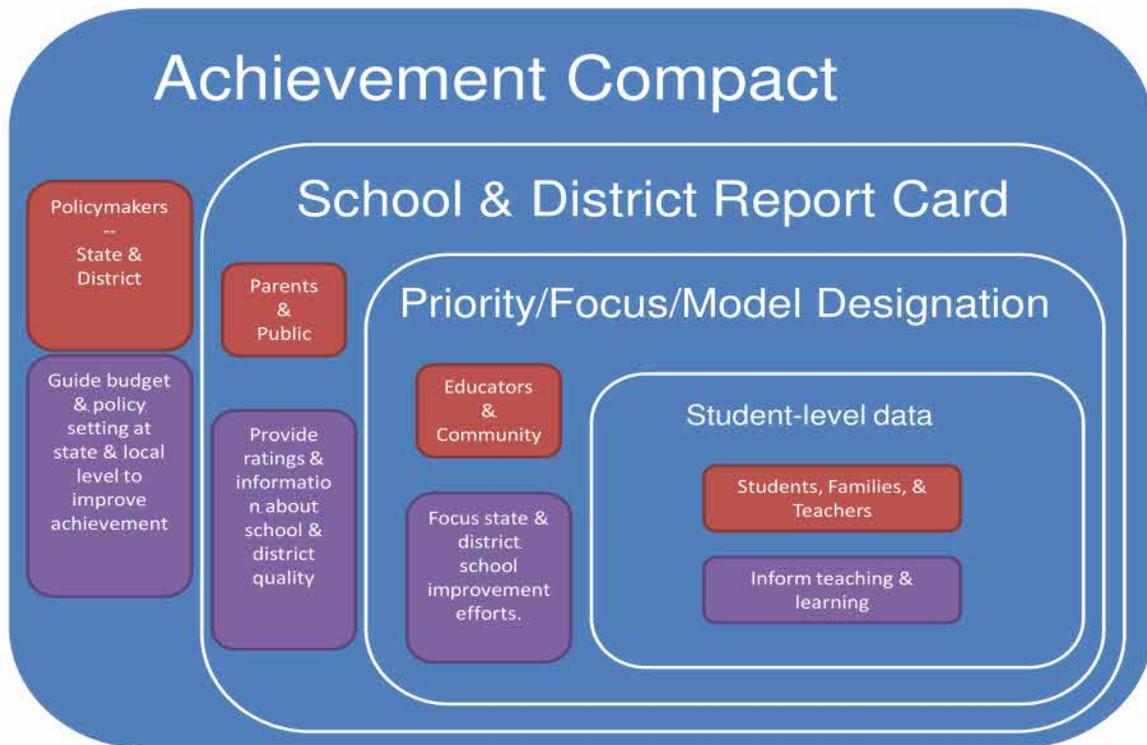
By July 1, 2012, every district was required to complete an Achievement Compact with historical data, projections, and short-term goals on each indicator for all students, an aggregated disadvantaged student group, and disaggregated student groups. The Compact's definitions of proficiency, cohort graduation rates, aggregated disadvantaged student groups, and disaggregated student groups are all aligned with this Elementary and Secondary Education Act (ESEA) Flexibility request. These definitions are included in Attachment 14.

A Comprehensive Approach Grounded in Clear Principles

To help raise student achievement to the level necessary to reach these outcome goals, the Next Generation of Accountability for Oregon must be guided by the following principles:

- 1) Individual student growth and achievement of outcomes along the PK-20 continuum
- 2) Multiple measures of college and career readiness – Common Core State Standards (CCSS) plus focus on cognitive skills, academic behaviors, and transition skills
- 3) Achievement Compacts, established between the state and each of its 197 school districts, aimed at focusing budgets and policy-making on a key set of indicators
- 4) A culture of continuous improvement for all buildings, with differentiated supports and interventions for struggling districts and schools
- 5) Clear, understandable, public information about school performance.

With these principles in mind, Oregon is proposing to use the Achievement Compact, Oregon school and district report card (Oregon Report Card), priority, focus and model designations, and other important pieces of student level data to drive improvement at the student, building, district and state levels.



The major components of Oregon's differentiated recognition, accountability, and support system are described throughout the remainder of Principle 2 of this request. These components include:

- Achievement Compacts: annual partnership agreements between the state and each of the 197 school districts (section 2.B) to establish shared responsibility between the state and the district for setting ambitious goals aimed at ensuring students are making the progress needed on all key outcomes to reach the 40/40/20 Goal.
- The Oregon Report Card: an annual rating and report for all schools (described in section 2.A). Oregon was approved to:
 - Use an interim accountability system for 2011-12 that includes a slightly modified version of the existing Oregon Report Card. The interim Oregon Report Card (1) uses the existing Oregon Report Card methodology to provide a rating of Outstanding, Satisfactory or In Need of Improvement for all schools; (2) includes an adequate yearly progress (AYP) report that describes each school's performance for all students and subgroups against ambitious but achievable annual measurable objectives (AMOs), but no longer assign schools an overall AYP met/not met designation; and (3) uses a modified version of the Colorado Rating System to identify Oregon's priority, focus and model schools, and publically designates those schools as such on the Oregon Report Card.
 - Implement a new Oregon Report Card for 2012-13, described below, that uses a modified Colorado Rating System to provide a robust rating system for all Oregon schools. The new report card is aligned with Achievement Compacts, anchored by the 40/40/20 Goal, and aimed at providing policy-makers, parents, students and educators with a more accurate picture of college and career readiness.
- Identifying priority, focus and model schools (sections 2.C.i, 2.D.i, and 2.E.i): this waiver describes a methodology for identifying the highest and lowest performing schools that uses a model based on Colorado's growth model, with an emphasis on graduation and subgroup graduation to help ensure Oregon's 40/40/20 Goal can be met.
- Supports and interventions for priority and focus schools (sections 2.D, 2.E, and 2.G): this application describes a process of deeper diagnosis by an external review team, followed by a process for developing and implementing a Comprehensive Achievement Plan (CAP).
- A cycle of continuous improvement for all schools (sections 2.F and 2.G): this request describes Oregon's commitment to a Continuous Improvement Network (the Network), linking higher and lower performing schools and districts in a model that allows peer-to-peer support, as well as the sweeping infrastructure changes that the Governor is undertaking to support and build capacity for improvement across the PK-20 continuum.

2011-12 Interim Accountability System

Oregon is committed to its Next Generation of Accountability which began in fall 2013. Considerable work has taken place since September 2011 to reach consensus on many elements of a new Oregon system of accountability. The new Oregon Report Card, which is described further below, adapts Colorado's school rating system to align with newly developed Achievement Compacts and create a statewide trajectory to reaching the 40/40/20 Goal by 2025.

For fall 2012 (data from 2011-12), Oregon used an interim accountability system that will allowed the state to focus its interventions on schools identified as focus and priority schools based on the prototype of the new accountability system, while still using the Oregon Report Card to provide parents, public, educators and policymakers with differentiated performance

ratings and information (including AYP data for all schools and subgroups). Oregon believes that such a phased approach to implementing its Next Generation of Accountability balances the state's interest in ensuring robust accountability with the need to ensure educators have fair notice of how the new accountability system will operate.

Oregon Report Card -- Current Achievement Index and AYP Reporting to Differentiate Performance at All Schools

Since 2000, Oregon has issued school and district performance reports known as the Oregon Report Card to differentiate and report on the performance of individual schools. Codified in Oregon Revised Statute (ORS) 329.105, the Oregon Report Card has become an integral part of the state's accountability system.

In 2012, the existing Oregon Report Card, with only the modest adjustments described below, will continue to provide differentiated recognition and accountability for all public schools in the state. The Oregon Report Card, a sample of which is included as Attachment 13, is an annual snapshot of school quality. The Oregon Department of Education (ODE) requires that all statistics used in the report card be reliable and consistently reported across the state, and thus only uses data that are comparable from school to school. This section summarizes the key elements of the rating system, with technical details found in the 2010-11 Report Card Policy and Technical Manual, which can be found at: <http://www.ode.state.or.us/search/page/?=24>.

An important element of the report card is the Oregon school rating system, through which each school in Oregon is assigned a rating of Outstanding, Satisfactory, or In Need of Improvement. The rating must take into account: a) student performance in reading and math, as measured by the OAKS, a statewide assessment administered in grades 3 through 8 and 11; b) improvement in student performance; c) participation rates on statewide assessments; and d) student attendance or graduation rates. The current rating formula has the following features:

- Schools receive a report card overall rating of Outstanding, Satisfactory, or In Need of Improvement.
- An achievement index rewards schools for students who meet or exceed cut scores, or meet individual growth targets.
- Improvement in student performance for elementary and middle school students is measured by the Student Centered Growth Model, evaluating individual student performance from year to year.
- Improvement in student performance for high schools is based on year-to-year improvement in the performance of the school as a whole.
- A school's rating may be lowered if it does not meet minimum targets for attendance or, graduation, and will be lowered to In Need of Improvement for failing to meet OAKS participation targets.

Under the current report card, overall ratings are based on a number of data elements:

- Academic Achievement (for elementary and middle schools): the rating is based on the average of the achievement index on the OAKS 2010-11 and 2011-12 reading and math tests combined
- Academic Achievement (for high schools): the rating is based on the average of the achievement index on the OAKS 2010-11 and 2011-12 reading and math tests

combined, but that may be affected by improvement (see below)

- Improvement (for high schools): the rating is based on the increase in the school's Performance Index from 2010-11 to 2011-12; schools that receive an Improved rating and whose academic achievement rating would otherwise have been In Need of Improvement or Satisfactory will have their academic achievement rating increased by one category
- Attendance (for elementary and middle schools, and small or new high schools): the rating is based on the average of the student attendance rates in the 2010-11 and 2011-12 school years for grades 1 through 12
- Graduation (for high schools with sufficient graduation data): the rating is based on the average of the school four-year cohort graduation rates in 2009-10 and 2010-11, and on the school's five-year cohort graduation rate in 2010-11
- Participation: the rating is based on the participation rate in reading and mathematics combined. If any subgroup misses the 95 percent participation rate target in either reading or mathematics, the school receives a participation rating of In Need of Improvement. The participation rate is defined as the number of valid tests for students enrolled on the first school day in May divided by the number of expected tests from students enrolled on the first school day in May.

The overall rating for a school is based on the ratings for each of the components. These ratings are based on the cut scores listed in the table below.

Oregon's Cut Scores

Category		In Need of Improvement*	Satisfactory*	Outstanding*
Academic Achievement	Elementary and Middle Schools	Less than 60.0	60.0 to 89.9	90.0 or greater
	High Schools**	Less than 55.0	55.0 to 84.9	85.0 or greater
Attendance		Less than 89.0	89.0 to 91.9	92.0 or greater
Graduation		Average four-year rate of less than 67.0 or average five-year rate of less than 72.0	Average four-year rate of 67.0 or average five-year rate of 72.0	Average four-year rate of 72.0 or a five-year rate of 77.0
Participation		Less than 94.5		94.5 or greater
		Not Improved	Improved	
Improvement		Less than 7.0	7.0 or greater	

* These values are under review for 2011-12, due to changes in math cut scores, reading cut scores, and the year of high school accountability (which changed beginning in 2010-11 from grade 10 to grade 11).

** High schools with an improvement rating of Improved will have their academic achievement rating increased by one rating category.

The overall rating for a school is generally equal to its achievement rating. However, if the

attendance/graduation or participation rating is lower than the achievement rating, the overall school rating is the lower of the attendance/graduation or achievement rating. If the school does not achieve a participation rating of 94.5 percent or higher, the school's rating is In Need of Improvement regardless of achievement rating.

The Oregon Report Card issued by ODE in fall 2012 (for 2011-12) will be different in four respects from the report card issued in fall 2011 (for 2010-11):

1. Pending the approval of this waiver request, the report card will not contain an overall Met/Not Met status, but will contain an AYP report reflecting how all students and all disaggregated subgroups performed against an AMO (described in section 2.B).
2. High school ratings will be calculated based on an AMO for graduation rate that is two percent higher than 2010-11, as approved in Oregon's accountability workbook and described in section 2.B.
3. Pending the approval of this waiver request, the report card will state whether the school has been designated as a priority, focus, or model school as described below.
4. The achievement index will award the same number of points regardless of whether a student Met or Exceeded on OAKS testing, for reasons set forth below.

The OAKS is a leading web-based, adaptive summative test which provides valid and reliable data for purposes of accountability. For several years, Oregon districts have been allowed to offer this test to students up to three times within several long testing windows (from October through May) to allow for maximum flexibility in scheduling and test administration. ODE has used the highest score attained by each student for accountability calculations. Allowing districts to use the highest score of multiple attempts, coupled with an achievement index that awarded more points for students who exceeded rather than met, has resulted in a rapid increase in the number of districts who routinely test each student two to three times each year whether the student has met or exceeded benchmark.

In 2011, in response to concerns from teachers and parents about the amount of time dedicated to standardized testing in grades 3 through 8, the Oregon Legislature passed Senate Bill 801, which regulates district efforts to retest students who have met or exceeded an OAKS test by requiring parent permission to do so. To implement Senate Bill 801, ODE has issued guidance to the field describing the limited uses of summative OAKS tests and attempting to educate districts about formative and interim assessment tools that more effectively and appropriately should be used to guide classroom instruction. ODE also revised the 2011-12 report card to award the same number of points for a student who meets and one who exceeds and will ensure the process for adopting a new Oregon Report Card includes consideration of appropriate use and amount of time dedicated to standardized summative testing.

Methodology To Identify Priority, Focus and Model Schools

To ensure that Oregon's interim accountability system both meets the requirements set out in the ESEA Flexibility request, and moves the state forward into its Next Generation of Accountability, we propose an integrated system that will simultaneously identify priority, focus and model schools. This system will rank schools according to the criteria described below and will create five levels of performance. Schools in the lowest level will be designated priority schools (described in section 2.D), schools at the second lowest level will be designated focus schools (described in section 2.E), and schools at the highest level will be designated model

schools (described in section 2.C). These ratings will apply to Oregon's Title I schools.

1. Assessment Data Overview

Oregon annually assesses student achievement in grades 3 through 8 and 11 in both reading and mathematics. Student achievement is based on the percent of students meeting or exceeding achievement standards on these assessments. The scores required to meet standard or to exceed standard are known as cut scores. Oregon periodically reviews and revises its cut scores. Cut scores in mathematics were raised in 2010-11 for grades 3 through 8. Reading cut scores were raised for grades 3 through 8 starting with the 2011-12 school year. These new cut scores are based on national and international standard and better reflect student progress toward college and career readiness. For more information see: <http://www.ode.state.or.us/search/results/?id=223>.

The 2010-11 statewide assessment results in reading and mathematics are included in the table below. Attachment 8 includes percent met by grade. The table below includes impact data showing the percent of students who in 2010-11 met the 2011-12 reading cut scores. Disaggregated assessment results for each district and school can be found at: <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx>.

2010-11 Statewide Assessment Results

Subgroup	Reading			Mathematics	
	Students	% Met (using 2010-11 cut scores)	% Met (using 2011-12 cut scores)	Students	% Met
All Students	294,697	80.0%	67.6%	294,161	62.5%
Economically Disadvantaged	152,552	71.4%	55.5%	152,297	50.5%
Limited English Proficient	27,853	45.1%	22.9%	27,868	30.8%
Students with Disabilities	45,025	43.2%	30.6%	44,846	28.0%
American Indian/Alaskan Native	5,519	70.5%	56.0%	5,498	47.0%
Asian	11,226	85.7%	75.7%	11,234	79.6%
Pacific Islander	1,795	70.3%	54.7%	1,791	49.7%
Black/African American	7,503	64.3%	49.0%	7,479	40.0%
Hispanic	59,919	66.3%	48.6%	59,843	46.9%
White	195,483	84.6%	73.8%	195,081	67.4%
Multi-Racial/Multi-Ethnic	13,252	83.1%	71.9%	13,235	65.5%

2. Graduation Data Overview

Oregon has long placed a high value on using graduation rates to help determine the degree to which high schools are moving students toward college and career readiness, and will continue to do so as an important gauge of the state's progress toward its 40/40/20 Goal. Graduation rates are based on four- and five-year cohort graduation rates. These rates are based on

cohorts of first-time grade 9 students in each high school and district. We follow students in each cohort for four- or five-years and determine the percent of these students that earn a regular high school diploma.

A cohort of students at a school is continually adjusted: students are added to a school or district cohort as they transfer into the school or district and are removed from a cohort when they transfer to another district or another high school. For example, in 2010-11, ODE reported the four-year graduation rate of students who entered grade 9 in the 2006-07 school year. These students formed the expected graduating class of 2010. The four-year cohort graduation rate is the percent of students earning a regular high school diploma in this expected graduating class, adjusted for transfers into and out of the school or district.

Oregon's first official cohort graduation rate was calculated for the cohort of students who entered grade 9 in 2005-06 (the expected class of 2009). The most recent cohort graduation data is based on the four-year graduation rate of students who entered grade 9 in 2006-07 (the expected class of 2010) and the five-year graduation rate for students who entered grade 9 in 2005-06 (the expected class of 2009).

Graduation rates based on 2010-11 school year data were released in February 2012 and will be included in the determination of the official lists of priority, focus, and model schools for 2012-13. With the addition of this data, Oregon will have three years of four-year cohort graduation rate data, and two years of five-year cohort graduation rate data.

A summary of the most recent state cohort graduation rates, by subgroup, is included in the table below. For more information see: <http://www.ode.state.or.us/search/page/?id=2644>.

2010-11 Statewide Cohort Graduation Rates

Subgroup	Four-year Graduation Rate for students entering grade 9 in 2007-08	Five-year Graduation Rate for students entering grade 9 in 2006-07
All Students	67.2%	70.5%
Economically Disadvantaged	61.2%	65.4%
Students with Disabilities	41.9%	46.5%
Limited English Proficient	51.6%	57.3%
Asian/Pacific Islander	76.5%	78.9%
American Indian/Alaskan Native	51.2%	54.4%
Black/African American	51.9%	55.2%
Hispanic	57.4%	61.6%
White	69.9%	73.3%
Multi-Racial/Multi-Ethnic	72.9%	68.8%

It is important to remember that these graduation rates include only students earning a regular high school diploma. Students who earn a GED or receive a modified, extended, or adult high

school diploma are included in the rate as non-graduates. However, to provide alignment with both the federal definitions as well as the legislative intent in the 40/40/20 Goal, the state will capture the cohort graduation rates as well as “all completers” in the Achievement Compacts.

3. History of Oregon Growth Modeling

While student achievement is an important factor in determining the success of schools, it is also important to gauge the rate of student learning, which we call student growth. Growth is measured through year-to-year progress of individual students on the reading and mathematics statewide assessments.

Oregon has a long history with growth models, including work done to support a 2006 submission to the Growth Model Pilot program. While this submission was not successful, the state’s work on growth models continued. The 2007 Legislature passed a Growth Model policy option package that allowed ODE to hire permanent staff to research and implement a growth model.

Starting in early 2008, ODE staff ran, analyzed, and evaluated three growth models for potential inclusion in state accountability. This included a hierarchical linear model for projecting future student achievement, a logistic regression model for measuring the degree to which districts and schools were moving students up to standard, and an individual student growth target model. The research to evaluate these growth models included contracting with the American Institutes for Research (AIR) to assist in validating the potential growth models.

In early 2009, Oregon adopted the growth target model for state accountability, which we call the Student Centered Growth Model. The Student Centered Growth Model focused on setting a growth target for students who were below standard in either reading or mathematics. These growth targets are set so that a student who meets their growth targets each year will move up to standard in about three years. This growth model was first used in the state accountability system as part of the 2008-09 report cards, and details on this growth model may be found at: <http://www.ode.state.or.us/search/page/?id=3797>.

To support the implementation of this growth model, ODE developed a student level reporting system. Each student with a valid reading or mathematics assessment has an available Individual Student Growth Report for both reading and mathematics. These reports consist of a graphic that has up to four years of testing history for each student. The graphic includes the cut scores for each test taken and it also includes a growth target for the current year for students who were below standard in the prior year. For students above standard in the prior year, the report shows a minimum target that sets a trajectory for the students to still be meeting in high school. These student level reports were first available on the secure ODE district website in the fall 2009. This secure site has individual growth reports available for the 2007-08 school year and forward.

To incorporate the growth model in state accountability, the state report card rating system was revised in 2008-09 with the development of the Achievement Index, which was described in detail above. The Achievement Index awards credit to schools for those students who met their growth target, even if they did not meet standard. In addition to its use in the Achievement Index, ODE added to the current Oregon Report Card disaggregated data on the percent of students who were on-track, which is defined as the percent of students who either met

standard or met a growth target.

While an effective measure of growth-to-standard for those students who had not yet met standard, the Student Centered Growth Model did not apply to all students. While the individual student growth reports included a minimum target for students above standard, this target was never adopted as an official part of the state accountability system. Stakeholder input showed a strong desire for the state to include in its accountability system a growth measure for all students. In spring 2010, ODE began discussions regarding extending the growth model to all students, and both internal and external advisory groups were consulted during this process.

In these discussions the central question was how to judge appropriate growth for students above standard. There were two potentially competing requirements for determining adequate growth for students at or above standard. One is a criterion-based requirement to determine if students are on-track to meeting standard. The other is a norm-based desire to determine whether students are showing strong growth relative to their peers.

The clearest criterion-based requirement is to measure student progress toward achievement of a high school diploma. In 2007, Oregon adopted new diploma requirements which, though being phased in over time, require students to demonstrate mastery of certain Essential Skills. Two of these skills are reading and mathematics, and students can demonstrate mastery of each of these skills by meeting or exceeding on the high school statewide assessments. To support implementation of these requirements, ODE recognized that Oregon's growth model must provide a measure of growth toward meeting standard in high school.

However, simply setting targets to help determine if students are on-track for meeting in high school does not sufficiently describe the growth of students with high achievement: most students with high achievement are on track for a diploma. The second requirement for a comprehensive growth model was to find a way to measure the growth of high achieving students in a way that helps students and staff to better evaluate their progress on statewide assessments, and to help them to go beyond diploma requirements. This calls for a measure of typical growth.

Determining typical growth for students above standard can be problematic. Research in this area shows that growth is dependent upon prior status. That is, high achieving students typically show lower growth than lower achieving students. For an example in Oregon, see pages 17 and 18 of the April 2009 Growth Project presentation available at:

<http://www.ode.state.or.us/wma/policy/accountability/growth/web-page-growth-powerpoint.pdf>).

This effect is often called regression to the mean. While the sources of this effect may be debatable, it is true that this regression to the mean effect is likely to occur in any testing system that has an inherent uncertainty in the outcomes. While Oregon's computer adaptive testing system helps to minimize measurement uncertainty, to provide a fair measure of typical growth a model must take into account a measure that compares a student's growth as compared to other students with similar past achievement.

By the spring of 2010, ODE was exploring growth models that were based on a normative model – meaning that they measured growth of a student as compared to the growth of students with similar past achievement. ODE explored several of these models, including an AIR model which measures growth in terms of the number of RIT points a student's growth is above or below the mean for students with the same prior achievement, and the Colorado

Growth model that expresses this measure as a growth percentile. ODE presented state level growth percentiles at all grades for reading and mathematics to our external Accountability Advisory Committee in August 2010, and both state and school level results of the AIR model to the same committee in November 2010. Work continued on both of these models in 2011.

Oregon has been working on growth models and growth modeling continuously since 2007 and has researched and analyzed half a dozen growth models during this period. We are well positioned to move forward with a comprehensive growth model for use in both state and federal accountability. In fact, Oregon's intent has always been to apply a growth model to federal accountability. However, continuing uncertainty about the reauthorization of ESEA made Oregon hesitant to apply for the addition of student level growth measures. This ESEA Flexibility request, with its three year timeline, provides Oregon with a timely opportunity to take growth measures to the next level.

Since Oregon stakeholders had been coalescing around the inclusion of a more normative growth model, Oregon brought together various workgroups, including a workgroup on growth and school accountability. These workgroups reviewed school level aggregate data from two growth models, both evaluating growth of students relative to their academic peers. The first was the above mentioned AIR growth model and the second was the Colorado Growth model. The Colorado model was chosen for Oregon's Next Generation of Accountability, partly due to its smooth marriage of both normative and criterion-referenced growth measures.

Key features that made this model the clear choice were:

- The comparison of a student's growth to the growth of students with similar prior achievement
- The expression of this growth as a percentile – with the view that this measure will be more easily interpreted by stakeholders than would a simple difference in test scores
- The ability of the model to determine the growth needed for a student to either move up to or maintain standard
- The ability of the model to include more than one prior test score in its evaluation of student growth
- The robust public reporting mechanisms available – Oregon has signed a memorandum of understanding with Colorado to add an adaptation of their web-based growth and accountability reporting systems to Oregon's redesigned report card.

In the following section, Oregon will describe the growth model and its implementation in Oregon.

4. The Colorado Growth Model in Oregon

The Colorado Growth Model was developed by Damian Betebenner, now at The National Center for the Improvement of Educational Assessment in Dover, New Hampshire. To support other states in their implementation of the growth model, Dr. Betebenner has created the Student Growth Percentile (SGP) package within the R statistical program. The R and the SGP package are open source and available at: <http://cran.r-project.org>. This section provides a brief overview of Oregon's implementation of the Colorado Growth Model.

Colorado developed this growth model to answer three essential questions about student,

school and district performance:

- What is the growth rate of a student, a school and a district?
- What should be the growth rate for a student to reach a desired level of achievement within a period of time?
- What are the highest sustained growth rates that exist today and under what conditions could they improve?

The Colorado Growth Model begins with the idea of academic peers. The academic peers for a student are those students in the state at the same grade and with the same or similar test scores in the past. The heart of the growth model is to compare an individual student's growth as compared with the growth of his or her academic peers. This growth is reported as a percentile, called a student growth percentile or SGP.

For instance, a growth percentile of 30 would indicate the student showed at least as much or more progress than 30 percent of students in the state at the same grade and with a similar test score in the past.

Growth percentiles can be based on two, three, four, or even more years of data. Oregon has implemented the growth model so that it uses up to four years of data for each student. To receive a growth percentile a student needs to have been:

- Enrolled in Oregon on the first school day in May for two consecutive years;
- Have a valid OAKS or paper/pencil OAKS assessments in both years and in two consecutive grades.

Students with three consecutive years of data have their growth percentile based on those three years of data, and students with four consecutive years of data have their growth percentile based on four years of data.

We have implemented the growth model for the 2007-08, 2008-09, 2009-10, and 2010-11 school years. This will allow our school accountability system to use up to four years of school-level growth data when determining the lists of priority, focus, and model schools, and helps provide a historic context for the ratings.

The table below shows the maximum number of years of data that could be used for each student to compute the reading 2010-11 growth percentiles. Note that, except for high school, the growth model includes at least 95 percent of students with a valid test. The last column in the table gives the percentage of students who had test data covering the full period. Note that the vast majority of students have a complete testing history that can be input into the model.

Reading Growth Model Inclusion Counts for 2010-11

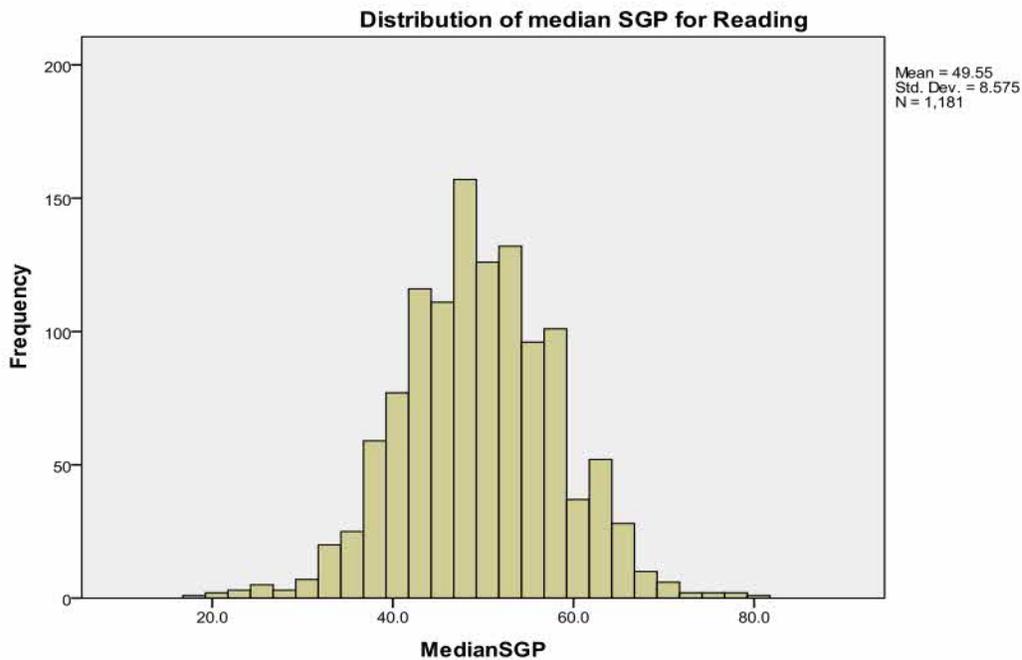
Grade	Maximum years of data used	Number of students in Spring Membership with a valid test	Percent of students with at least two years of data	Percent of students with the maximum years of data
3	NA	38,668	NA	NA

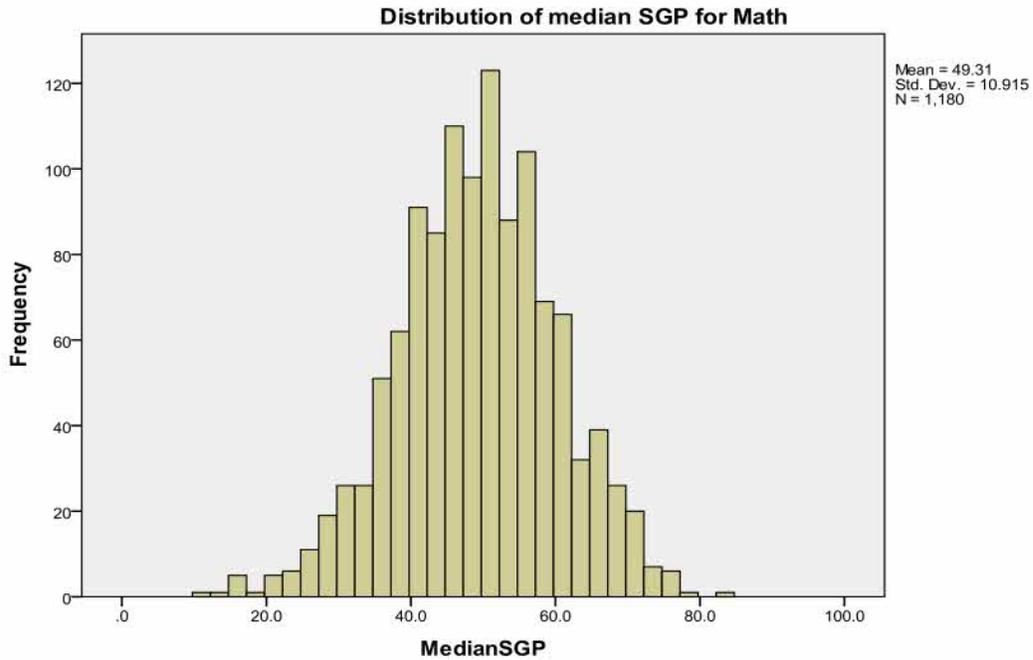
4	2	39,626	94.7%	94.7%
5	3	40,121	94.8%	90.0%
6	4	40,432	94.6%	83.8%
7	4	40,470	95.3%	85.8%
8	4	39,837	95.3%	86.4%
11	3	37,302	87.9%	83.7%

Note that the following tests are not included in the growth model:

- Extended assessments – these are reported on a different scale and cannot be included in the growth model
- Assessments for first-year limited English proficient students.

The growth percentiles are included in school accountability by using the median SGP for two years of growth data. The charts below show the distribution of school median SGP when combining the 2009-10 and 2010-11 growth data for reading and mathematics. It includes all schools with at least 30 students with a growth percentile. Note that in both subjects about two-thirds of schools have a median growth between 40 and 60.





The Colorado Growth Model also determines the growth required in order for a student to either move up to standard within three years, or to maintain standard for those three years. It does this by using historical data to project individual student growth forward for up to three years. In doing so it determines the minimum growth percentile that must be sustained over those three years in order for a student to either move up to standard or maintain standard. This required growth is called the student’s adequate growth percentile, or AGP. These growth percentiles, when aggregated to the school level, can provide a gauge of school effectiveness and hence Oregon includes adequate growth in its evaluation of schools.

Grade Projections for Adequate Growth

Grade	Grade to which Adequate Growth is Projected
3	6*
4	7
5	8
6	11
7	11
8	11
11	NA

*Not used in accountability

The table below lists the average SGP and TGP by grade for 2010-11. The 2010-11 reading adequate growth percentiles are based on the new reading cut scores that will be in effect for 2011-12.

Average Growth Percentiles for 2011-12

Grade	Reading		Mathematics	
	Average SGP	Average AGP	Average SGP	Average AGP
3	NA	NA	NA	NA
4	50	40	50	39
5	50	43	50	41
6	50	35	50	40
7	50	35	50	37
8	50	18	50	32
11	50	NA	50	NA

5. School Ratings Overview

The following describes the methodology that will be used at the end of the 2011-12 school year to establish Oregon's official designation of priority, focus, and model schools. The official designations will include assessment results from 2011-12, and the 2010-11 graduation rates that were released in February 2012. For illustrative and analytic purposes only, the discussions of priority, focus and model schools that follow describes the results when we apply this methodology using data that was available at the end of the 2010-11 school year. Therefore, the list provided with this application (Table 2) has been redacted to remove school names and identifiers and are provided solely to help understand and evaluate the methodology that we have proposed.

It is important to note that during this year of interim accountability (2011-12), the priority, focus, and model school designations will impact only about 25 percent of Title I schools. The majority of schools will not receive one of these designations, but rather will be rated under Oregon's report card system as Outstanding, Satisfactory or In Need of Improvement (described in section 2.A.i). However, as described further in the sections that follow, the purpose for using this model in this way is, in part, to prepare the field (schools, districts and the public) for a full implementation of this model in a new 2013 Oregon Report Card.

The data incorporated into the rating system is:

- Reading statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school
- Mathematics statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school
- Four- and five-year cohort graduation rates
- Participation rates in statewide reading and mathematics assessments.

The above data are used to provide ratings for schools in the following categories:

- **Achievement Rating:** achievement for the all students group
- **Growth Rating:** growth for the all students group
- **Subgroup Growth Rating:** growth for disadvantaged subgroups
- **Graduation Rating:** cohort graduation rates for the all students group
- **Subgroup Graduation Rating:** graduation rates for all subgroups

- **Participation Rating:** percent of students in tested grades who take a valid statewide assessment.

In order to include information about the subgroup achievement, graduation and growth, Oregon will calculate ratings for the following four subgroups:

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- Historically Underperforming Races and Ethnicities, a combined subgroup that includes:
 - ✓ American Indian/Alaskan Native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific Islander.

a) Minimum N Size Requirements

School accountability determinations should be based on valid and reliable information. For this reason Oregon and other states have established minimum size requirements that are applied to the all students group and to all subgroups prior to determining a rating. The minimum n-sizes for each of the ratings categories are as follows:

- **Achievement:** there is no minimum n-size for rating the all students subgroup in reading or mathematics. Schools that do not reach a minimum of 42 tests in a subject when two years of data are combined are rated on four years of data, and very small schools are subject to additional rules (see the Small Schools portion of this section for details. Subgroups are subject to a minimum n-size of 42 when rated against AMOs in reading or math.
- **Growth:** the minimum n-size for this rating is 30 students with a growth percentile.
- **Subgroup Growth:** the minimum n-size for a subgroup to receive a rating is 30 students with growth percentiles. In addition the subgroup must meet the minimum n-size requirement for being rated against AMOs, which is 42 tests.
- **Graduation:** the minimum n-size is 40 students, combined, in the last two four-year cohorts.
- **Subgroup Graduation:** the minimum n-size for a subgroup to be rated is 40 students, combined, in the last two four-year cohorts.
- **Participation:** the minimum n-size for participation is 40 students for subgroups, with no minimum n applied to the all students subgroup.

The achievement, participation, and graduation minimum sizes are those that were approved for use in the state's Accountability Workbook.

The minimum n-size of 30 for growth ratings is a new minimum n that was required with the introduction of the growth model into the accountability system. The choice of 30 balanced the requirements for reliability and maximizing the number of students included in accountability determinations.

The majority of elementary schools in the state are in a K-5 configuration. Because grade 3

students do not have growth percentiles, only about two-thirds of the tested students in these schools receive growth percentiles. This argues for a minimum n-size of roughly two-thirds of 42, and the state chose 30. The table below shows the number and percent of students with growth percentiles that are included in a rated subgroup.

Student Inclusion in Subgroups Rated on Growth

Subgroup	Reading			Mathematics		
	Number in a rated subgroup	Number not in a rated subgroup	Percent in a rated subgroup	Number in a rated subgroup	Number not in a rated subgroup	Percent in a rated subgroup
All Students	445,985	951	99.8%	446,654	959	99.8%
Economically Disadvantaged	221,292	2,966	98.7%	221,966	2,941	98.7%
Limited English Proficient	45,613	3,839	87.9%	45,963	6,294	88.0%
Students with Disabilities	49,038	8,524	85.2%	50,029	8,491	85.5%
Historically Underperforming Races/Ethnicities (Combined Underperforming Minority Subgroup)	100,307	7,294	93.2%	100,636	7,278	93.3%

The above table shows that a large majority of students in the above subgroups will be included in a rated subgroup. Simulations and theory both point to the fact that at a group size of 30 the standard error of the median will be about five points. Smaller sample sizes would increase this standard error considerably, which would jeopardize the validity of the subgroup growth ratings.

Each of these rating categories is explained in detail below. Ratings in each area are combined into an overall rating according to the following weights for elementary, middle and high schools:

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%
Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

These weightings ensure that schools are held accountable for:

- The performance of all students in the school
- The growth of all students toward college and career readiness
- The growth of typically underperforming subgroups to focus on ensuring students in these subgroups are on track for college and career readiness.

In addition, high schools are held accountable for:

- Graduation rates, which are an essential element of the 40/40/20 Goal
- Graduation rates for typically underperforming subgroups, to better measure the progress schools are making to ensure students in these subgroups are college and career ready.

b) Achievement Rating

The achievement rating is based on the two most recent years of statewide assessment data in reading and mathematics. Schools that do not meet the minimum n-size of 42 tests in a subject over two years are rated using up to four years of data (see previous section for more information on minimum n-sizes for accountability). The math and reading assessment results are used to determine an achievement rating, with schools rated as one of: Model, Strong, Satisfactory, Focus, or Priority. Again, for 2011-12, unless a school is designated as Model, Focus or Priority, these ratings will not be published, but will be used to analyze the model and educate Oregon constituents on how it works.

The inclusion rules for students will match those of previous AYP reports and Oregon's accountability workbook. This includes students with valid tests in the assessed grade who were enrolled on the first school day in May and that have also been enrolled at the school for a full academic year. Students who are first year limited English proficient are not included in accountability results. For more details on Oregon's inclusion rules see: <http://www.ode.state.or.us/data/reportcard/docs/asmtinclusionrules1011.pdf>.

The percent of students meeting or exceeding is computed for each school in both reading and in mathematics. The state then sets cut score for the ratings as follows:

For each subject we select those schools that had at least 42 tests over the last two years combined. This minimum n-size matches the minimum n-size in our approved Accountability Workbook. These schools are sorted by grade bands (elementary, middle, and high) and by the percent of students meeting or exceeding. The cut points for each of the five rating categories are determined as follows:

- **Model:** schools at or above the 90th percentile (in their grade band)
- **Strong:** schools between the 50th and 90th percentile
- **Satisfactory:** schools between the 15th and 50th percentile
- **Focus:** schools between the 5th and 15th percentile
- **Priority:** schools below the 5th percentile.

The cut points for reading and math based on the 2009-10 and 2010-11 assessments are given in the table below:

Achievement Cut Points by Subject

Rating	Elementary Schools		Middle Schools		High Schools	
	Reading	Math	Reading	Math	Reading	Math
Model	94.8%	88.1%	89.1%	82.2%	89.2%	77.6%
Strong	85.2%	71.9%	77.7%	69.7%	79.4%	62.5%
Satisfactory	74.5%	59.0%	68.7%	59.5%	68.3%	47.9%
Focus	66.5%	51.3%	63.3%	55.7%	59.4%	41.7%
Priority	<66.5%	<51.3%	<63.3%	<55.7%	<59.4%	<41.7%

Note that the AYP AMOs for reading and math were 70 percent in 2010-11 and were scheduled to be 80 percent for 2011-12.

To compute an achievement rating for the schools, points are assigned to the ratings for each subject as shown below:

Achievement Rating Points

Subject Rating	Achievement Points
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	1

Schools are then rated according to the percentage of points that they earn in reading and math combined. Note that small schools will use four years of assessment data, and very small schools are rated on achievement even if they do not meet the minimum n-size requirement that applies to subgroups. For more details see the Additional Considerations in the Overall Rating portion of this section.

A school's achievement rating is based on:

Achievement Rating Determinations

School Achievement Rating	Total Points Earned	Percent of Achievement Points Earned
Model	9 to 10	90% or higher
Strong	7 to 8	70% to 89%
Satisfactory	5 to 6	50% to 69%
Focus	3 to 4	30% to 49%
Priority	2	20% to 29%

For example, a school with a Model rating in reading (worth five points) and a Satisfactory rating

in mathematics (worth three points) would have earned eight points, which is 80 percent of the possible achievement points. As a result, this school would be rated as Strong on achievement.

Note that for a school to have an achievement rating of Priority both the reading and mathematics percent met must be in the bottom five percent of schools. The distribution of the 2010-11 school achievement ratings is given below:

Distribution of Achievement Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	119	26	45	158	14.8%
Strong	326	89	132	535	42.5%
Satisfactory	228	61	87	373	29.2%
Focus	62	15	30	126	8.3%
Priority	19	5	42	94	5.1%
Totals	754	196	336	1,286	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Achievement Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	28	1	8	37	6.2%
Strong	206	10	14	230	38.5%
Satisfactory	204	14	15	233	39.0%
Focus	55	6	9	70	11.7%
Priority	19	5	4	28	4.7%
Totals	512	36	50	598	100%

More detail on those schools identified as priority, focus and model follow in sections 2.C-2.E.

a) Growth Rating

Oregon believes that rates of student learning are an important factor in determining those schools that need intervention and those schools that deserve to be celebrated. As described above, to measure growth for all students Oregon has implemented the Colorado Growth Model and computed student growth percentiles for students in 2007-08, 2008-09, 2009-10 and 2010-11. These growth percentiles are the basis for the growth rating.

Student growth percentiles are a measure of student learning from year to year. They describe how a student's current achievement relates to the achievement of students with similar past assessment scores, which we call the student's academic peers. Students whose current score

is higher than that of most students with the same or similar test scores in prior years would be showing above average growth. Students whose current test score is below that of most students with similar test score histories would be showing below average growth. For example, a student who has a growth percentile of 85 would have a score that is at or above the score of 85 percent of students with a similar test score history. A student with a growth percentile of 20 would have a current year score that is at or above only 20 percent of students with similar test histories.

Because students are being compared to their academic peers, this growth model provides a balanced assessment of student growth. When aggregated at the school level, the growth illustrates schools' impacts on learning for students with similar academic achievement.

Students are provided a student growth percentile if they meet the inclusion rules for accountability (provided in detail in the achievement rating section) and if they have a valid assessment from the prior tested grade. In particular, students are included in a school's growth model if they:

- have a valid regular OAKS assessment
- are resident at the school on the first school day in May
- have been at the school for a full academic year
- were enrolled in Oregon on the first day in May of the previous year and have a valid test in the prior grade (for students grade 4 through 8)
- were enrolled in Oregon on the first school day in May of their grade 8 year, and have a valid grade 8 assessment from that year (for high school students).

Extended assessments, which are provided to the most severely cognitively disabled students, are on a different scale and therefore not included in the growth model.

Because the growth model benefits from additional years of data, most grade 5 to grade 11 students have more than two years of assessments included:

- Students in grades 5, 6, 7 and 8 with three consecutive years of enrollment and tests will have three years included
- Students in grades 6, 7 and 8 who have four consecutive years of enrollment and test data will have four years of assessment data included, if available
- High school students with grade 7 enrollment and test data will have three years of data included.

As noted above, 95 percent of students above grade 3 with regular OAKS assessments are included in the growth model, and approximately 85 percent of students have all possible years of data included.

Student level growth data are reported at the school level using the median growth percentile at the school. The median growth is found by pooling the growth data for the school from the two or four most recent school years, consistent with the number of years of data used in the achievement rating. Median growth at a school provides a measure of the growth of a typical student at the school. Because growth percentiles represent transformed data (from score gains into a percentile), it is more suitable to use the median rather than the mean as a measure of school growth. By averaging two (or four) years of growth data, we obtain a more reliable and stable evaluation of school growth than can be obtained from one year of growth data alone.

Another important component of the student growth percentiles model is a measure of whether students are on track to meet or exceed the standard within three years. Each student in grades 4 through 8 with a growth percentile is also provided with an adequate growth percentile. This adequate growth percentile represents the growth the student would need to maintain in order to either move up to meet standard over the next three years (for those students who did not meet in the current year) or to be still meeting in three years (for those students who did meet standard in the current year).

Students whose growth percentile is at or above their adequate growth percentile are on track to meeting within three more years. Students with growth percentiles below their adequate growth percentile are not on track to be meeting in three years and are at risk for not being college and career ready at the end of high school.

For example, a student who is below standard might have a growth percentile of 53 and an adequate growth percentile of 67. While this student has typical growth (about 50 percent), his or her growth is below the growth required for the student to move up to standard. If the student maintained his or her current growth for the next three years, he or she would not be at standard at the end of that period.

Because grade 3 students, students who take extended assessments, and students new to the state are not included in the growth model, the state has set a lower minimum n-size of 30 for the growth model rating. This minimum n-size is lower than the minimum n-size for the achievement rating, but this lower n-size was necessary to help ensure that schools with grade 3 and schools with mobile populations will still receive growth ratings.

The first step in determining a growth rating is to determine whether a school has made adequate growth. As indicated in the table below, schools are making adequate growth if the typical student is making adequate growth.

Determining if a School Made Adequate Growth

Made Adequate Growth Designation	Criteria for Elementary and Middle Schools
Yes	Median Student Growth Percentile is greater than or equal to the Median Adequate Growth Percentile
No	Median Student Growth Percentile is less than the Median Adequate Growth Percentile

Schools that have made adequate growth are schools where typical students are likely to have growth that shows they are on track to be college and career ready. If a school has not made adequate growth, a typical student is likely to have growth that does not put him or her on track for college and career readiness.

School growth ratings are then determined according to the table below. Cut points for the rating are based upon whether a school has made adequate growth. Schools have higher growth expectations when a typical student is not likely to be on track to be college and career ready.

High school students do not receive adequate growth percentiles, so high school growth rating cut points are set independently from the a determination of adequate growth.

**Growth Rating Cut Points
(Based on Median Growth Percentile)**

Growth Rating	Made Adequate Growth		High Schools
	Yes	No	
Model	60	70	65
Strong	45	55	50
Satisfactory	35	45	40
Focus	30	40	35
Priority	<30	<40	<35

Note that schools where the typical student is not showing adequate growth to standard (i.e., the school did not make adequate growth) will be required to meet higher growth expectations. To compute the growth rating for schools, points are assigned to the ratings for each subject as shown below:

Growth Rating Points

Subject Rating	Growth Points
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	1

Schools are then rated according to the percentage of points that they earn in reading and mathematics combined. A school's growth rating is based on:

Growth Rating Determinations

School Rating	Growth Points Earned	Percent of Growth Points Earned
Model	9 or 10	90% or above
Strong	7 or 8	70% to 89%
Satisfactory	5 or 6	50% to 69%
Focus	3 or 4	30% to 49%
Priority	2	Less than 30%

For example, a school with growth in reading of Model (worth five points) and growth in math

was Strong (worth four points) would earn nine (90 percent) of the ten possible growth points, meaning this school's overall growth rating would be Level 5. The distribution of the 2010-11 school growth ratings is given below:

Distribution of Growth Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	155	29	29	213	16.6%
Strong	391	117	141	649	50.5%
Satisfactory	99	35	73	207	16.1%
Focus	42	14	40	96	7.5%
Priority	8	1	17	26	2.0%
Not Rated	59	0	36	95	7.4%
Totals	754	196	336	1,286	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Growth Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	80	10	3	93	15.6%
Strong	266	19	22	307	51.3%
Satisfactory	88	5	16	109	18.2%
Focus	39	1	6	46	7.7%
Priority	8	1	2	11	1.8%
Not Rated	31	0	1	32	5.4%
Totals	512	36	50	598	100%

b) Subgroup Growth Rating

The need to markedly improve instructional programs impacting achievement of Oregon's students in identified subgroups is clear. Our communities of color are the fastest growing in the state and those that have the greatest disparities in educational outcomes. Oregon's youngest children, the next generation entering our public schools, face greater challenges to their learning than in the past:

- Almost one in four (23 percent) of Oregonians under six years old live in poverty; among Black/African American children, 46 percent live in poverty
- More than one in four (29 percent) live in households where no English is spoken
- More than one in three of our youngest Oregonians (37 percent) are students of color.

Oregon has a four-year cohort graduation rate among Hispanics of only 55 percent. For Black/African American students and ELLs the rate is approximately 50 percent. For students with disabilities, the four-year cohort graduation rate is only about 42 percent. To reach the 40/40/20 Goal in a way that is equitable and represents the citizenry of our state, which Oregon is committed to doing, we must make improving subgroup performance the state's top priority. Governor Kitzhaber and ODE are united in a strong commitment to investing in and improving achievement for historically underserved subgroups.

To hold schools accountable for helping to meet this goal, Oregon will evaluate the growth of typically underperforming subgroups. The four subgroups whose growth is evaluated are:

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- Historically Underperforming Races and Ethnicities, which includes:
 - ✓ American Indian/Alaskan Native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific Islander.

These are the AYP subgroups whose achievement has historically been below state averages. (See above for the 2010-11 statewide assessment data by subgroup.)

Oregon has a number of small schools, as is shown below:

Oregon School Sizes

School Size	Elementary	Middle	High	Total	Pct
Less than 225	208	30	147	385	30%
225 to 499	449	64	80	593	46%
500 to 799	96	80	34	210	16%
800 or More	1	22	75	98	8%
Totals	754	196	336	1,286	100%

Oregon has four typically underperforming racial and ethnic groups: American Indian/Alaskan Native, Black/African American, Hispanic, and Pacific Islander. As noted above, data disaggregated by all subgroups and achievement relative to an ambitious but achievable AMO will be reported on the Oregon Report Card. However, many small schools do not have sufficient numbers of these students to have the subgroup rated by AYP. By combining these subgroups into a larger historically underperforming race and ethnicity subgroup, Oregon will help ensure more schools are accountable for the performance and growth of these students.

Specifically, ODE has examined the impact of the combined minority group on school accountability. Growth calculations are made by aggregating two years of growth data for most schools. We use four years of data for small schools in order to increase the reliability of their ratings.

The ratings system implements minimum size requirements for a subgroup to be rated. For growth, the requirements are that each subgroup be rated on achievement (at least 42 tests) and that each subgroup has at least 30 students with calculated growth percentiles.

The following table illustrates number of schools that would have at least one underserved minority subgroup meeting the minimum size requirement, and the number of schools where the combined underperforming minority group would meet the minimum size requirement.

Number of Schools with Subgroup Meeting Minimum Size Requirement

Category	Reading	Math
Total Number of Schools	1,286	1,286
Individual Underserved Minority	625	628
Combined Subgroup	729	729

This table shows that 104 more schools are rated on minority performance in reading using the combined subgroup than when separated, and 101 more in math.

The results are even more dramatic when we look at the number of schools that are held accountable for students from each of the four minority subgroups when rated separately, as compared to when combined.

Counts of Schools with Students in Rated Subgroups

Subgroup	Reading		Mathematics	
	Rated Separately	Combined Subgroup	Rated Separately	Combined Subgroup
All Students	1,286	1,286	1,286	1,286
Hispanic*	611	729	612	729
Black/African American*	61	669	61	670
American Indian/Alaska Native*	25	675	24	673
Pacific Islander*	0	462	0	461

*Note how many more schools will be held accountable for the performance of these minority students, especially for the Black/African American, American Indian/Alaskan Native, and Pacific Islander subgroups.

The following table illustrates the raw counts of minority students included in the accountability system under each of the two options.

Counts of Underserved Minority Students

Subject	Separate Subgroups			Combined Subgroup		
	Included in a rated subgroup	Not Included in a rated subgroup	Percent Included	Included in a rated subgroup	Not Included in a rated subgroup	Percent Included
Reading	86,664	20,937	80.5%	100,307	7,294	93.2%
Math	86,971	20,941	80.6%	100,636	7,276	93.3%

The above data clearly indicate that by using the combined subgroup we reduce the count of students not included in subgroup accountability by two-thirds, and reach a remarkable 93 percent inclusion rate.

The ratings calculation for each subgroup is identical to that of the all students subgroup. We begin by determining if the subgroup made adequate growth.

Determining if a Subgroup Made Adequate Growth

Made Adequate Growth Designation	Criteria for Elementary and Middle Schools
Yes	Median Growth Percentile is greater than or equal to the Median Adequate Growth Percentile
No	Median Growth Percentile is less than the Median Adequate Growth Percentile

Subgroups that have made adequate growth describe schools where a typical student in that subgroup is likely to have growth that shows the student is on track to be college and career ready. If a subgroup has not made adequate growth a typical student in that subgroup is likely to have growth that does not put him or her on track for college and career readiness.

Subgroup growth ratings are determined according to the table below. Cut points for the rating are based upon whether a subgroup has made adequate growth. Subgroups have higher growth expectations when a typical student is not likely to be on track to be college and career ready. This helps ensure that schools are held accountable for higher growth in underperforming subgroups and are accountable for closing achievement gaps. As with the all students' growth rating, because high school students do not receive adequate growth percentiles, the ratings are based upon whether the median growth percentile is low, above the median, or high.

Subgroup Growth Rating Cut Points (Based on Median Growth Percentile)			
Growth Rating	Made Adequate Growth		High Schools
	Yes	No	
Model	60	70	65
Strong	45	55	50
Satisfactory	35	45	40
Focus	30	40	35
Priority	<30	<40	<35

To compute the subgroup growth rating, points are assigned to each rated subgroup for each subject as shown below:

Subgroup Growth Rating Points

Subject Rating	Growth Points
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	1

Schools are then rated according to the percentage of points that they earn in reading and math combined for all rated subgroups. A school's subgroup growth rating is based on:

Subgroup Growth Rating Determinations

Subgroup Growth Rating	Percent of Growth Points Earned
Model	90% or higher
Strong	70% to 89%
Satisfactory	50% to 69%
Focus	30% to 49%
Priority	Less than 30

For example, suppose a school had both economically disadvantaged and special education subgroups that met the minimum size requirements. If the economically disadvantaged subgroup were rated as Strong for growth in reading and math (four points each), while the special education subgroup received a Model rating in reading growth (five points) and a Satisfactory in math growth (three points), the school would have earned 16 out of a possible 20 points, which is 80 percent. This school would be rated as Strong on subgroup growth.

The distribution of the 2010-11 school subgroup growth ratings is given below:

Distribution of Subgroup Growth Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	52	9	16	77	6.0%
Strong	238	54	74	366	28.5%
Satisfactory	214	69	77	360	28.0%
Focus	105	55	48	208	16.2%
Priority	39	9	23	71	5.5%

Not Rated	106	0	98	204	15.9%
Totals	754	196	336	1,286	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Subgroup Growth Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	32	2	3	37	6.2%
Strong	151	17	11	179	29.9%
Satisfactory	160	9	11	180	30.1%
Focus	93	7	9	109	18.2%
Priority	35	1	4	40	6.7%
Not Rated	41	0	12	53	8.9%
Totals	512	36	50	598	100%

c) Graduation Rating

Graduating every student with a college and career ready diploma is at the heart of the 40/40/20 Goal. As such, graduation rates are a major factor in determining a high school's rating.

Oregon's school graduation ratings are based on four- and five-year cohort graduation rates. Oregon successfully submitted its four- and five-year cohort graduation rates for federal peer review in January 2009. Oregon began including the four-year cohort rate in AYP calculations for 2009-10 and the five-year cohort graduation rate in its AYP determinations for 2010-11. The cohort graduation rate policy and technical manual can be found at:

<http://www.ode.state.or.us/wma/policy/accountability/cohortpolicytechnicalmanual.pdf>.

A summary of the most recent state cohort graduation rates, by subgroup, is included in the table below. For more information see: <http://www.ode.state.or.us/search/page/?id=2644>.

2010-11 Statewide Cohort Graduation Rates

Subgroup	Four-year Graduation Rate (for students entering grade 9 in 2007-08)	Five-year Graduation Rate (for students entering grade 9 in 2006-07)
All Students	67.2%	70.5%
Economically Disadvantaged	61.2%	65.4%
Students with Disabilities	41.9%	46.5%
Limited English Proficient	51.6%	57.3%

Asian/Pacific Islander	76.5%	78.9%
American Indian/Alaskan Native	51.2%	54.4%
Black/African American	51.9%	55.2%
Hispanic	57.4%	61.6%
White	69.9%	73.3%
Multi-Racial/Multi-Ethnic	72.9%	68.8%

It is important to remember that these graduation rates include only students earning a regular high school diploma. Students who earn a GED or receive a modified, extended, or adult high school diploma are included in the rate as non-graduates.

Oregon applied for and received approval to use an extended-year graduation rate in AYP calculations. This decision is supported by multiple state initiatives, including:

- The new Oregon Diploma requirements adopted by the State Board of Education in 2008. This diploma has proficiency-based requirements and the Board explicitly supported providing more than four years for students to meet these requirements. For more information on the Oregon Diploma see: <http://www.ode.state.or.us/wma/getready/decisionpaperfinal.pdf> and <http://www.ode.state.or.us/search/results/?id=368>.
- The 2007 Oregon Legislature passed Senate Bill 300 which required the state to create a seamless education system for students enrolled in grades 11 and 12 to:
 - ✓ have additional options to complete their education
 - ✓ earn concurrent high school and college credits
 - ✓ gain early entry into postsecondary education.

As a result, many districts have created five-year high school programs whereby students graduate with a diploma and a postsecondary degree or credential. More information on this program can be found at:

<http://www.ode.state.or.us/search/results/?id=350>.

Based on Oregon's policy landscape, the five-year graduation rate provides a better measure of the success of Oregon's diploma and college and career readiness initiatives, Oregon will use the five-year rate in addition to the four-year cohort rate to determine priority, focus, and model schools.

Graduation ratings are based on two-years averaged of a school's two most recent four-year and five-year cohort graduation rates. Schools are rated on graduation if they have at least 40 students, combined, in their two most recently reported four-year cohorts. The graduation rating will also use a school's five-year cohort graduation rate, so long as there were at least 40 students, combined, in the two most recently reported five cohorts.

The draft ratings below were based on cohort graduation rates released in 2011 and earlier. The cohort graduation rates released in February 2012 will be used as part of the summer 2012 determination of priority, focus, and model schools.

Cut scores for the cohort graduation rates were based on both federal minimums and school

percentiles. Schools that met the minimum n-size for a graduation rate were sorted according to their average four-year and five-year cohort rates. Cut scores for the graduation ratings were based on:

- **Model:** schools at or above the 90th percentile
- **Strong:** schools between the 50th and 90th percentile
- **Satisfactory:** schools that meet the current graduation rate target
- **Focus:** schools with graduation rates below 60 percent, which is the 16th percentile
- **Priority:** schools with graduation rates below 60 percent, which is the 16th percentile among all Oregon high schools.

This process determined the following cut points for graduation ratings:

Graduation Ratings Cut Points

Graduation Rating	Four-Year Cohort Rate	Five-Year Cohort Rate
Model	88.7%	89.7%
Strong	73.4%	75.7%
Satisfactory	65%	70%
Focus	60%	60%
Priority	<60%	<60

A school's graduation rating is the higher of the four-year graduation rating and the five-year graduation rating. The school then earns points for the overall rating as described below:

Graduation Rating Determinations

School Rating	Graduation Points Earned	Percent of Graduation Points Earned
Model	5	100%
Strong	4	80%
Satisfactory	3	60%
Focus	2	40%
Priority	1	20%

The distribution of the school graduation ratings is given below. Note that many of the high schools that are Not Rated on graduation are small high schools. These small high schools receive an overall rating based on achievement, growth, and subgroup growth. Many of these Not Rated schools also have a K-12 or 7-12 configuration.

Graduation Ratings

Rating	All High Schools		Title I High Schools	
	Number	Percent	Number	Percent
Model	36	10.7%	10	20%
Strong	116	34.5%	12	24%

Satisfactory	58	17.3%	4	8%
Focus	24	7.1%	3	6%
Priority	65	19.3%	10	20%
Not Rated	37	11%	11	22%
Totals	336	100%	50	100%

d) Subgroup Graduation Rating

The four subgroups whose graduation is evaluated are:

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- Historically Underperforming Races and Ethnicities, which includes:
 - ✓ American Indian/Alaskan Native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific Islander.

These are the AYP subgroups whose graduation rate has historically been below state averages, as can be seen in the disaggregated graduation rate table above.

Subgroup graduation ratings are determined for all high schools with subgroups of at least 40 students, combined, in the two most recent four-year cohorts. The subgroup graduation rating will also use the five-year cohort graduation rate if the subgroup has at least 40 students, combined, in the two most recent five-year cohorts.

Cut scores for the cohort graduation rates for subgroups were the same as those for the all students group.

Graduation Ratings Cut Points

Graduation Rating	Four-year Cohort Rate	Five-year Cohort Rate
Model	88.7%	89.7%
Strong	73.4%	75.7%
Satisfactory	65%	70%
Focus	60%	60%
Priority	<60%	<60

To compute the graduation rating points are assigned to each rated subgroup as shown in the table below:

Subgroup Graduation Rating Points

Rating	Growth Points
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	1

Schools are then rated according to the percentage of points that they earn for their rated subgroups. A school's subgroup graduation rating is based on the following:

Subgroup Graduation Rating Determinations

Subgroup Graduation Rating	Percent of Graduation Points Earned
Model	90% or higher
Strong	70% to 89%
Satisfactory	50% to 69%
Focus	30% to 49%
Priority	Less than 30%

For example, suppose a high school has three subgroups that meet minimum size requirements. If two of these subgroups receive a Strong, while one subgroup receives a Satisfactory the school will have earned 11 out of a possible 15 points (73 percent) of the possible subgroup graduation points, meaning this school will be rated as Strong on graduation.

The distribution of the school subgroup graduation ratings is given below.

Subgroup Graduation Ratings

Rating	All High Schools		Title I High Schools	
	Number	Percent	Number	Percent
Model	4	1.2%	0	0%
Strong	42	12.5%	2	4%
Satisfactory	59	17.6%	6	12%
Focus	46	13.7%	3	6%
Priority	72	21.4%	7	14%
Not Rated	113	33.6%	32	64%
Totals	336	100%	50	100%

e) Participation

School designations must be made on reliable data. To help ensure that student achievement and growth designations are based on data from all students in a school and that no group is subject to systematic exclusion, we shall maintain the requirement that at least 95 percent of students are assessed in each subgroup and in each subject. Participation rates will be the combined participation rates over the last two years (four years for small schools). All subgroups with at least 40 students in assessed grades over two years combined, must meet the 95 percent target. These subgroups are:

- All Students
- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- American Indian/Alaskan Native
- Asian
- Pacific islander
- Hispanic
- Black/African American
- White
- Multi-Racial/Multi-Ethnic.

For the 2011-12 interim accountability system, schools that do not meet participation targets for every subgroup will have their overall rating lowered by one category. Moving forward, repeated failure to meet participation targets for all subgroups will result in progressive impacts on school ratings. Beginning with the 2012-13 new Oregon Report Card, a school that does not meet participation targets for every subgroup for two years in a row will have their overall rating lowered by two categories and will be reviewed for potential supports and interventions as outlined in section 2.F. Beginning with the 2013-14 Report Card, a school that does not meet participation targets for every subgroup for three years in a row will have their overall rating lowered by three categories, which would result all such schools receiving either a Focus or Priority rating.

For example, suppose that on the 2012-13 Report Card a school has missed one or more participation targets for two years in a row and the school rating system would assign the school a Strong rating. Because the school missed participation targets for two years the school rating would be lowered two levels to Focus.

Overall Rating Calculation

The overall rating for a school is based on the achievement, growth, subgroup growth, and graduation ratings, according to the following percents.

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle*	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%
Graduation			35%

Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

*Includes high schools that are not rated on graduation

The overall rating is a weighted average of the rating in each category.

1. For each rated category, multiply the percent of points earned by the weight for that category.
2. Add the values found in step 1. This is the total points earned by the school.
3. Add the weights for the categories the school is rated on. This is the total possible points that can be earned by the school.
4. Divide the total in step 2 by the total in step 3.
5. The result of step 4 gives the overall percent of points earned by the school as illustrated below.

Overall Rating Cut Points

Overall Rating	Cut Point
Model	90 or higher
Strong	70 to 89
Satisfactory	50 to 69
Focus	30 to 49
Priority	Less than 30

Note that these cut points may be slightly adjusted for 2011-12 to ensure that the system identifies the appropriate number of Title I priority and focus schools.

An example calculation for an elementary school is shown below.

Sample Overall Rating Calculation – Elementary School

Category	Rating	Percent of Points Earned	Weight	Weighted Points
Achievement	Strong	86	25%	21.5
Growth	Model	90	50%	45.0
Subgroup Growth	Model	95	25%	23.8
Total			100%	90.3
Overall Rating	Model			

An example for a high school is shown below.

Sample Overall Rating Calculation – High School

Category	Rating	Percent of Points Earned	Weight	Weighted Points
Achievement	Strong	70	20%	14.0
Growth	Strong	80	20%	16.0
Subgroup Growth	Satisfactory	56	10%	5.6
Graduation	Satisfactory	60	35%	21.0
Subgroup Graduation	Focus	47	15%	7.1
Total			100%	63.7
Overall Rating	Satisfactory			

There are three situations where additional rules are needed in the calculation of the overall rating:

- Some schools do not receive ratings in all categories, such as subgroup growth or graduation, due to minimum n-size criteria. The ratings for these schools are based on the percent of points earned in the areas on which the school is rated.
- Schools that do not meet participation targets for any one subgroup have their overall rating lowered by one category.
- High schools that receive a Priority rating on graduation are those high schools with persistent graduation rates below 60 percent. These schools can have an overall rating no higher than Focus.

Overall School Ratings for 2010-11

The cut points result in the following distribution of school ratings for 2010-11:

Distribution of Overall Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	79	10	11	100	7.8%
Strong	367	92	110	569	44.2%
Satisfactory	223	68	98	389	30.2%
Focus	66	24	50	140	10.9%
Priority	11	1	60	72	5.6%
New school – not rated	8	1	7	16	1.2%
Total	754	196	336	1,286	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Overall Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	21	1	3	25*	4.2%
Strong	224	17	20	263	43.6%
Satisfactory	189	13	12	214	35.8%
Focus	63	4	8	75	12.5%
Priority	11	1	7	19**	3.2%
New School - not rated	4	0	0	4	0.7%
Total	512	36	50	598	100%

*Because 2 of the schools earning a Model rating did not qualify as reward schools under ESEA Flexibility guidelines, the number of schools identified in the Model Schools section was reduced to 23.

**Does not include School Improvement Grant schools already implementing interventions.

Schools that fall within the various rating levels can be broadly characterized as follows:

- **Model** – schools with high achievement or graduation and high growth
- **Strong** – schools with above average achievement or graduation and moderate or high growth
- **Satisfactory** – schools with average achievement or graduation and moderate growth
- **Focus** – schools with low achievement or graduation, low or moderate growth, and below average subgroup growth
- **Priority** – schools with very low achievement or graduation, low growth, and low subgroup growth.

In sections 2.C, 2.D, and 2.E below, how applying this rating system to all schools in Oregon resulted in identification of priority, focus, and model schools that meet the ESEA Flexibility guidelines is discussed.

Additional Considerations in the Overall Rating

1. Small Schools

As mentioned above, some schools do not reach the minimum count of 42 tests over two years. For 2010-11 there were 73 of these schools in Oregon. Even when taking into account four years of data, there are still about 40 schools each year that still do not meet the minimum n-size. As described in the state's Accountability Workbook, Oregon has established procedures for ensuring that these schools all receive a rating on achievement.

In these cases, districts and schools will provide additional data during the review period in order to determine a final designation. For additional assessment data, schools or districts can submit:

- Two additional years Oregon statewide assessment data, or

- Local assessments that assess student achievement of state content standards and are reported on a scale aligned with the Oregon statewide assessments – ODE will assist schools and districts in identifying local assessments that meet these criteria.

If the school or district is still unable to meet the minimum cell size after applying one of the options above, then the school will have the minimum cell size waived for the all students subgroup so that the school is rated in both reading and mathematics.

2. Schools without Benchmark Grades

Some schools do not serve students in the tested grades of 3 through 8 and 11, such as a primary school serving only kindergarten and grades 1 and 2. As described in the state's Accountability Workbook, schools without benchmark grades will have their achievement rating based on the achievement rating of the school into with the largest group of students was promoted, as identified by the district.

Districts can also request the application of one of the following alternatives for schools without benchmark grades:

- The sending school's attendance plus the results of grade 3 assessments, of only the students sent to the receiving school by the sending school, may be used to determine the school's rating. The sending school may choose to limit the identified students to those that attended the sending school for a full academic year.
- For kindergarten-only schools: The results of assessments of foundation skills in reading and mathematics that are administered locally and are aligned with the content standards and have pre-determined, standard passing levels may be used to determine the rating. ODE will provide assistance to districts in identifying and determining which kindergarten assessments meet these criteria.

These schools will not receive ratings for growth or subgroup growth. Their overall rating will be based on achievement only.

3. New Schools

Consistent with the state's Accountability Workbook, new schools will receive ratings when they have operated for two years. For 2010-11 there were 16 schools in their first year of operation who did not receive a designation.

Next Generation of Accountability – New Oregon Report Card

Beginning in 2012, Oregon began a period of study, engagement, and piloting to significantly improve the Oregon Report Card. The new report card serves several important purposes: a) aligning with the Achievement Compact, the accountability tool developed by the Governor and the OEIB (described more fully in section 2.B); b) more accurately reflecting growth to (and beyond) standard as an important and sought after outcome for Oregon's students, consistent with our proposal for selecting Priority, Focus and Model Schools; and c) incorporating important measures of college and career readiness necessary to move the state toward its ultimate 40/40/20 Goal.

Former Governor and CEoO charged a Steering Committee with developing and completing a process of public engagement around the New Oregon Report Card. The purpose was to ensure broad, inclusive and actionable feedback from parents, teachers, underserved communities, administrators and other stakeholders. Notably, the Steering Committee's charge was NOT to develop a new rating system for Oregon, but rather was explicitly limited to recommendations that are aligned with, and not contrary to, this ESEA Flexibility Request. Therefore, the Committee proceeded with its work under the assumption that Oregon's school rating system, which was used in 2012 to identify focus, priority and model schools and which is described again below, would form the centerpiece of the New Oregon Report Card.

The Report Card Steering Committee completed three overlapping phases: 1) a pre-design phase comprised of 12 focus groups; 2) a prototype testing phase revolving around an online survey; and 3) a design optimization phase consisting of another 12 focus groups (largely mirroring the first phase) as well as an online survey. The pre-design phase has concluded, and recommendations have been incorporated in this section. The prototype testing phase began in January 2013, with final designs awaiting approval of this ESEA Flexibility Request.

Process and Timeline for Developing the New Oregon Report Card

Activity	Timeline	Responsible Party	Resources	Significant Obstacles
Develop Report Card Steering Committee	By September 2012	Governor's Staff/ ODE	Staff time; meeting costs; consulting	None
Research, focus groups, outreach to field	Fall 2012	Steering Committee/ ODE/ Consultants/ Governor's Staff	Staff time; meeting costs; consulting	None
Develop recommendations and submit final rating system to USED	By January 2013	ODE (with input from Steering Committee)	Staff time; meeting and consulting costs	None
Further outreach to stakeholders on Report Card format	January-March 2013	Steering Committee/ ODE/ Consultants	Staff time; meeting costs; consulting	None
Rating system approval from USED	By February 2013	USED / ODE	Staff time	None
Present to OEIB	By March 2013	OEIB Staff	Staff time; meeting costs; consulting	None
Adoption by State Board	By March 2013 (Following approval by USED)	ODE/State Board	Staff time; reimbursement for board	None
Technical	Spring 2013	ODE	Staff time	Potential cost

implementation				of implementing new user interface
Professional development, training and outreach	Fall 2012-Summer 2013	ODE/ OEIB Staff/partner organizations	Staff time; training costs	Cost of ensuring relevant and broad professional development
Release of New Oregon Report Card	Fall 2013	ODE	Staff time; cost of communications and other materials	None
Implementation of web-based application (modeled after Colorado's SchoolView)	Fall 2013	ODE	Staff time; outreach and training	None

The New Oregon Report Card – School Rating System

The data incorporated into the rating system is:

- Reading statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school
- Mathematics statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school
- Four- and five-year cohort graduation rates
- Participation rates in statewide reading and mathematics assessments.

The above data are used to provide ratings for schools in the following categories:

- **Achievement Rating:** achievement for the all students group
- **Growth Rating:** growth for the all students group
- **Subgroup Growth Rating:** growth for disadvantaged subgroups
- **Graduation Rating:** cohort graduation rates for the all students group
- **Subgroup Graduation Rating:** graduation rates for all subgroups
- **Participation Rating:** percent of students in tested grades who take a valid statewide assessment.

In order to include information about the subgroup achievement, graduation and growth, Oregon calculates ratings for the following four subgroups:

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- Historically Underperforming Races and Ethnicities, a combined subgroup that includes:
 - ✓ American Indian/Alaskan Native

- ✓ Black/African American
- ✓ Hispanic
- ✓ Pacific Islander.

Oregon will also display disaggregated information for each of the following racial and ethnic groups:

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic
- Pacific Islander
- White
- Multi-racial

Data for these subgroups are displayed for the reporting of subgroup performance against AMOs for graduation, attendance, and participation and performance in English/language arts and mathematics.

a) Minimum N Size Requirements

School accountability determinations should be based on valid and reliable information. For this reason Oregon and other states have established minimum size requirements that are applied to the all students group and to all subgroups prior to determining a rating. The minimum n-sizes for each of the ratings categories are as follows:

- **Achievement:** there is no minimum n-size for rating the all students subgroup in reading or mathematics. Schools that do not reach a minimum of 42 tests in a subject when two years of data are combined are rated on four years of data, and very small schools are subject to additional rules (see the Small Schools portion of this section for details. Subgroups are subject to a minimum n-size of 42 when rated against AMOs in reading or math.
- **Growth:** the minimum n-size for this rating is 30 students with a growth percentile.
- **Subgroup Growth:** the minimum n-size for a subgroup to receive a rating is 30 students with growth percentiles. In addition the subgroup must meet the minimum n-size requirement for being rated against AMOs, which is 42 tests.
- **Graduation:** the minimum n-size is 40 students, combined, in the last two four-year cohorts. Schools that do not meet the minimum size requirements will be rated based on four years of cohort data, provided that the last four cohorts, combined, constitute at least 40 students.
- **Subgroup Graduation:** the minimum n-size for a subgroup to be rated is 40 students, combined, in the last two four-year cohorts, or the last four four-year cohorts if the school is being rated on four years of graduation data.
- **Participation:** the minimum n-size for participation is 40 students for subgroups, with no minimum n applied to the all students subgroup.

The achievement, participation, and graduation minimum sizes are those that were approved for use in the state's Accountability Workbook.

The minimum n-size of 30 for growth ratings is a new minimum n that was required with the introduction of the growth model into the accountability system. The choice of 30 balanced the requirements for reliability and maximizing the number of students included in accountability determinations.

The majority of elementary schools in the state are in a K-5 configuration. Because grade 3 students do not have growth percentiles, only about two-thirds of the tested students in these schools receive growth percentiles. This argues for a minimum n-size of roughly two-thirds of 42, and the state chose 30. The table below shows the number and percent of students with growth percentiles that are included in a rated subgroup.

Student Inclusion in Subgroups Rated on Growth for 2010-11

Subgroup	Reading			Mathematics		
	Number in a rated subgroup	Number not in a rated subgroup	Percent in a rated subgroup	Number in a rated subgroup	Number not in a rated subgroup	Percent in a rated subgroup
All Students	445,985	951	99.8%	446,654	959	99.8%
Economically Disadvantaged	221,292	2,966	98.7%	221,966	2,941	98.7%
Limited English Proficient	45,613	3,839	87.9%	45,963	6,294	88.0%
Students with Disabilities	49,038	8,524	85.2%	50,029	8,491	85.5%
Historically Underperforming Races/Ethnicities (Combined Underperforming Minority Subgroup)	100,307	7,294	93.2%	100,636	7,278	93.3%

The above table shows that a large majority of students in the above subgroups will be included in a rated subgroup. Simulations and theory both point to the fact that at a group size of 30 the standard error of the median will be about five points. Smaller sample sizes would increase this standard error considerably, which would jeopardize the validity of the subgroup growth ratings.

Each of these rating categories is explained in detail below. Ratings in each area are combined into an overall rating according to the following weights for elementary, middle and high schools:

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%

Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

These weightings ensure that schools are held accountable for:

- The performance of all students in the school
- The growth of all students toward college and career readiness
- The growth of typically underperforming subgroups to focus on ensuring students in these subgroups are on track for college and career readiness.

In addition, high schools are held accountable for:

- Graduation rates, which are an essential element of the 40/40/20 Goal
- Graduation rates for typically underperforming subgroups, to better measure the progress schools are making to ensure students in these subgroups are college and career ready.

b) Achievement Rating

The achievement rating is based on the two most recent years of statewide assessment data in reading and mathematics. Schools that do not meet the minimum n-size of 42 tests in a subject over two years are rated using up to four years of data (see previous section for more information on minimum n-sizes for accountability). The math and reading assessment results are used to determine an achievement rating, with schools rated as one of: Model, Strong, Satisfactory, Focus, or Priority.

The inclusion rules for students will match those of previous AYP reports and Oregon's Accountability Workbook. This includes students with valid tests in the assessed grade who were enrolled on the first school day in May and that have also been enrolled at the school for a full academic year. Students who are first year limited English proficient are not included in accountability results. For more details on Oregon's inclusion rules see: <http://www.ode.state.or.us/data/reportcard/docs/asmtinclusionrules1011.pdf>.

The percent of students meeting or exceeding is computed for each school in both reading and in mathematics. The state then sets cut score for the ratings as follows:

For each subject those schools are selected that had at least 42 tests over the last two years combined. This minimum n-size matches the minimum n-size in our approved Accountability Workbook. These schools are sorted by grade bands (elementary, middle, and high) and by the percent of students meeting or exceeding. The cut points for each of the five rating levels are determined as follows:

- **Level 5:** schools at or above the 90th percentile (in their grade band)
- **Level 4:** schools that meet the AMO for the subject, but are below the 90th percentile
- **Level 3:** schools at or above the 15th percentile, but below the AMO
- **Level 2:** schools between the 5th and 15th percentile

- **Level 1:** schools below the 5th percentile.

The rating levels will be given names once ODE receives the final report from the external Report Card Steering Committee.

To compute an achievement rating for the schools, points are assigned to the ratings for each subject as shown below:

Subject Level	Achievement Points
Level 5	5
Level 4	4
Level 3	3
Level 2	2
Level 1	1

Schools are then rated according to the percentage of points that they earn in reading and math combined. Note that small schools will use four years of assessment data, and very small schools are rated on achievement even if they do not meet the minimum n-size requirement that applies to subgroups. For more details see the Additional Considerations in the Overall Rating in this section.

A school's achievement rating is based on:

School Achievement Rating	Total Points Earned	Percent of Achievement Points Earned
Level 5	9 to 10	90% or higher
Level 4	7 to 8	70% to 89%
Level 3	5 to 6	50% to 69%
Level 2	3 to 4	30% to 49%
Level 1	2	20% to 29%

For example, a school with a Level 5 rating in reading (worth five points) and a Level 3 rating in mathematics (worth three points) would have earned eight points, which is 80 percent of the possible achievement points. As a result, this school would be rated as Level 4 on achievement.

Note that for a school to have an achievement rating of Priority both the reading and mathematics percent met must be in the bottom five percent of schools. The distribution of the 2011-12 school achievement ratings is given below:

Distribution of 2011-12 Achievement Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	117	11	43	171	14%
Level 4	335	90	151	576	46%
Level 3	193	69	74	336	27%
Level 2	65	20	40	125	10%
Level 1	21	1	23	45	4%
Totals	731	191	331	1253	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2011-12.

Distribution of 2011-12 Achievement Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	26	0	2	28	5%
Level 4	215	10	20	245	42%
Level 3	176	12	18	206	35%
Level 2	60	12	11	83	14%
Level 1	21	1	1	23	4%
Totals	498	35	52	585	100%

c) Growth Rating

Oregon believes that rates of student learning are an important factor in determining those schools that need intervention and those schools that deserve to be celebrated. As described above, to measure growth for all students Oregon has implemented the Colorado Growth Model and computed student growth percentiles for students in 2007-08, 2008-09, 2009-10 and 2010-11, and 2011-12. These growth percentiles are the basis for the growth rating.

Student growth percentiles are a measure of student learning from year to year. They describe how a student's current achievement relates to the achievement of students with similar past assessment scores, which we call the student's academic peers. Students whose current score is higher than that of most students with the same or similar test scores in prior years would be showing above average growth. Students whose current test score is below that of most students with similar test score histories would be showing below average growth. For example, a student who has a growth percentile of 85 would have a score that is at or above the score of 85 percent of students with a similar test score history. A student with a growth percentile of 20 would have a current year score that is at or above only 20 percent of students with similar test histories.

Because students are being compared to their academic peers, this growth model provides a

balanced assessment of student growth. When aggregated at the school level, the growth illustrates schools' impacts on learning for students with similar academic achievement.

Students are provided a student growth percentile if they meet the inclusion rules for accountability (provided in detail in the achievement rating section) and if they have a valid assessment from the prior tested grade. In particular, students are included in a school's growth model if they:

- have a valid regular OAKS assessment
- are resident at the school on the first school day in May
- have been at the school for a full academic year
- were enrolled in Oregon on the first day in May of the previous year and have a valid test in the prior grade (for students grade 4 through 8)
- were enrolled in Oregon on the first school day in May of their grade 8 year, and have a valid grade 8 assessment from that year (for high school students).

Extended assessments, which are provided to the most severely cognitively disabled students, are on a different scale and therefore not included in the growth model.

Because the growth model benefits from additional years of data, most grade 5 to grade 11 students have more than two years of assessments included:

- Students in grades 5, 6, 7 and 8 with three consecutive years of enrollment and tests will have three years included
- Students in grades 6, 7 and 8 who have four consecutive years of enrollment and test data will have four years of assessment data included, if available
- High school students with grade 7 enrollment and test data will have three years of data included.

As noted above, 95 percent of students above grade 3 with regular OAKS assessments are included in the growth model, and approximately 85 percent of students have all possible years of data included.

Student level growth data are reported at the school level using the median growth percentile at the school. The median growth is found by pooling the growth data for the school from the two or four most recent school years, consistent with the number of years of data used in the achievement rating. Median growth at a school provides a measure of the growth of a typical student at the school. Because growth percentiles represent transformed data (from score gains into a percentile), it is more suitable to use the median rather than the mean as a measure of school growth. By averaging two (or four) years of growth data, we obtain a more reliable and stable evaluation of school growth than can be obtained from one year of growth data alone.

Another important component of the student growth percentiles model is a measure of whether students are on track to meet or exceed the standard within three years. Each student in grades 4 through 8 with a growth percentile is also provided with a "target" growth percentile. This target growth percentile represents the growth the student would need to maintain in order to either move up to meet standard over the next three years (for those students who did not meet in the current year) or to be still meeting in three years (for those students who did meet standard in the current year).

Students whose growth percentile is at or above their target growth percentile are on track to meeting within three more years. Students with growth percentiles below their target growth percentile are not on track to be meeting in three years and are at risk for not being college and career ready at the end of high school.

For example, a student who is below standard might have a growth percentile of 53 and a target growth percentile of 67. While this student has typical growth (about 50 percent), his or her growth is below the growth required for the student to move up to standard. If the student maintained his or her current growth for the next three years, he or she would not be at standard at the end of that period.

Because grade 3 students, students who take extended assessments, and students new to the state are not included in the growth model, the state has set a lower minimum n-size of 30 for the growth model rating. This minimum n-size is lower than the minimum n-size for the achievement rating, but this lower n-size was necessary to help ensure that schools with grade 3 and schools with highly mobile populations will still receive growth ratings.

The first step in determining a growth rating is to determine whether a school has made target growth. As indicated in the table below, schools are making target growth if the typical student is making target growth.

Determining if a School Made Target Growth

Made Target Growth Designation	Criteria for Elementary and Middle Schools
Yes	Median Student Growth Percentile is greater than or equal to the Median Target Growth Percentile
No	Median Student Growth Percentile is less than the Median Target Growth Percentile

Schools that have made target growth are schools where typical students have growth that shows they are on track to be college and career ready. If a school has not made target growth, a typical student is likely to have growth that does not put him or her on track for college and career readiness.

School growth ratings are then determined according to the table below. Cut points for the rating are based upon whether a school has made target growth. Schools have higher growth expectations when a typical student is not likely to be on track to be college and career ready. High school students do not receive target growth percentiles, so high school growth rating cut points are set independently from the determination of making target growth.

Growth Rating Cut Points (Based on Median Growth Percentile)

Growth Rating	Made Target Growth?		High Schools
	Yes	No	
Level 5	60	70	65

Level 4	45	55	50
Level 3	35	45	40
Level 2	30	40	35
Level 1	<30	<40	<35

Note that schools where the typical student is not making target growth will be required to meet higher growth expectations. To compute the growth rating for schools, points are assigned to the ratings for each subject as shown below:

Growth Rating Points

Subject Rating	Growth Points
Level 5	5
Level 4	4
Level 3	3
Level 2	2
Level 1	1

Schools are then rated according to the percentage of points that they earn in reading and mathematics combined. A school's growth rating is based on:

Growth Rating Determinations

School Rating	Growth Points Earned	Percent of Growth Points Earned
Level 5	9 or 10	90% or above
Level 4	7 or 8	70% to 89%
Level 3	5 or 6	50% to 69%
Level 2	3 or 4	30% to 49%
Level 1	2	Less than 30%

For example, a school with growth in reading of Level 5 (worth five points) and growth in math was Level 4 (worth four points) would earn nine (90 percent) of the ten possible growth points, meaning this school's overall growth rating would be Level 5. The distribution of the 2011-12 school growth ratings is given below:

2011-12 Distribution of Growth Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	166	42	23	231	18%
Level 4	360	119	135	614	49%

Level 3	89	26	87	202	16%
Level 2	48	4	39	91	7%
Level 1	19	0	17	36	3%
Not Rated	49	0	30	79	6%
Totals	731	191	331	1253	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2011-12.

2011-12 Distribution of Growth Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	80	11	2	93	16%
Level 4	247	20	17	284	49%
Level 3	78	4	21	103	18%
Level 2	46	0	7	53	9%
Level 1	188	0	2	20	3%
Not Rated	29	0	3	32	5%
Totals	498	35	52	585	100%

d) Subgroup Growth Rating

The need to markedly improve instructional programs impacting achievement of Oregon's students in identified subgroups is clear. Our communities of color are the fastest growing in the state and those that have the greatest disparities in educational outcomes. Oregon's youngest children, the next generation entering our public schools, face greater challenges to their learning than in the past:

- Almost one in four (23 percent) Oregonians under six years old live in poverty; among Black/African American children, 46 percent live in poverty
- More than one in four (29 percent) live in households where no English is spoken
- More than one in three of our youngest Oregonians (37 percent) are students of color.

Oregon has a four-year cohort graduation rate among Hispanics of only 55 percent. For Black/African American students and ELLs the rate is approximately 50 percent. For students with disabilities, the four-year cohort graduation rate is only about 42 percent. To reach the 40/40/20 Goal in a way that is equitable and represents the citizenry of our state, which Oregon is committed to doing, we must make improving subgroup performance the state's top priority. Governor Kitzhaber and ODE are united in their strong commitment to investing in and improving achievement for historically underserved subgroups.

To hold schools accountable for helping to meet this goal, Oregon will evaluate the growth of typically underperforming subgroups. The four subgroups whose growth is evaluated are:

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- Historically Underperforming Races and Ethnicities, which includes:
 - ✓ American Indian/Alaskan Native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific Islander.

These are the AYP subgroups whose achievement has historically been below state averages. (See above for the 2010-11 statewide assessment data by subgroup.)

Oregon has a number of small schools, as is shown below:

Oregon School Sizes

School Size	Elementary	Middle	High	Total	Pct
Less than 225	208	30	147	385	30%
225 to 499	449	64	80	593	46%
500 to 799	96	80	34	210	16%
800 or More	1	22	75	98	8%
Totals	754	196	336	1,286	100%

Oregon has four typically underperforming racial and ethnic groups: American Indian/Alaskan Native, Black/African American, Hispanic, and Pacific Islander. As noted above, data disaggregated by all subgroups and achievement relative to an ambitious but achievable AMO will be reported on the Oregon Report Card. However, many small schools do not have sufficient numbers of these students to have the subgroup rated by AYP. By combining these subgroups into a larger historically underperforming race and ethnicity subgroup, Oregon will help ensure more schools are accountable for the performance and growth of these students.

Specifically, ODE has examined the impact of the combined minority group on school accountability. Growth calculations are made by aggregating two years of growth data for most schools. Four years of data are used for small schools in order to increase the reliability of their ratings.

The ratings system implements minimum size requirements for a subgroup to be rated. For growth, the requirements are that each subgroup be rated on achievement (at least 42 tests) and that each subgroup has at least 30 students with calculated growth percentiles.

The following table illustrates the number of schools that would have at least one underserved minority subgroup meeting the minimum size requirement, and the number of schools where the combined underperforming minority group would meet the minimum size requirement.

Number of Schools with Subgroup Meeting Minimum Size Requirement

Category	Reading	Math
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Total Number of Schools	1,286	1,286
Individual Underserved Minority	625	628
Combined Subgroup	729	729

This table shows that 104 more schools are rated on minority performance in reading using the combined subgroup than when separated, and 101 more in math.

The results are even more dramatic when we look at the number of schools that are held accountable for students from each of the four minority subgroups when rated separately, as compared to when combined.

Counts of Schools with Students in Rated Subgroups

Subgroup	Reading		Mathematics	
	Rated Separately	Combined Subgroup	Rated Separately	Combined Subgroup
All Students	1,286	1,286	1,286	1,286
Hispanic*	611	729	612	729
Black/African American*	61	669	61	670
American Indian/Alaska Native*	25	675	24	673
Pacific Islander*	0	462	0	461

*Note how many more schools will be held accountable for the performance of these minority students, especially for the Black/African American, American Indian/Alaskan Native, and Pacific Islander subgroups.

The following table illustrates the raw counts of minority students included in the accountability system under each of the two options.

Counts of Underserved Minority Students

Subject	Separate Subgroups			Combined Subgroup		
	Included in a rated subgroup	Not Included in a rated subgroup	Percent Included	Included in a rated subgroup	Not Included in a rated subgroup	Percent Included
Reading	86,664	20,937	80.5%	100,307	7,294	93.2%
Math	86,971	20,941	80.6%	100,636	7,276	93.3%

The above data clearly indicate that by using the combined subgroup we reduce the count of students not included in subgroup accountability by two-thirds, and reach a remarkable 93 percent inclusion rate.

The ratings calculation for each subgroup is identical to that of the all students subgroup. We begin by determining if the subgroup made target growth.

Determining if a Subgroup Made Target Growth

Made Target Growth Designation	Criteria for Elementary and Middle Schools
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Yes	Median Growth Percentile is greater than or equal to the Median Target Growth Percentile
No	Median Growth Percentile is less than the Median Target Growth Percentile

Subgroups that have made target growth describe schools where a typical student in that subgroup is likely to have growth that shows the student is on track to be college and career ready. If a subgroup has not made target growth, a typical student in that subgroup is likely to have growth that does not put him or her on track for college and career readiness.

Subgroup growth ratings are determined according to the table below. Cut points for the rating are based upon whether a subgroup has made target growth. Subgroups have higher growth expectations when a typical student is not likely to be on track to be college and career ready. This helps ensure that schools are held accountable for higher growth in underperforming subgroups and are accountable for closing achievement gaps. As with the all students' growth rating, because high school students do not receive target growth percentiles, the ratings are based on whether the median growth percentile is low, above the median, or high.

Subgroup Growth Rating Cut Points (Based on Median Growth Percentile)			
Growth Rating	Made Target Growth?		High Schools
	Yes	No	
Level 5	60	70	65
Level 4	45	55	50
Level 3	35	45	40
Level 2	30	40	35
Level 1	<30	<40	<35

To compute the subgroup growth rating, points are assigned to each rated subgroup for each subject as shown below:

Subgroup Growth Rating Points

Subject Rating	Growth Points
Level 5	5
Level 4	4
Level 3	3
Level 2	2
Level 1	1

Schools are then rated according to the percentage of points that they earn in reading and math combined for all rated subgroups. A school's subgroup growth rating is based on:

Subgroup Growth Rating Determinations

Subgroup Growth Rating	Percent of Growth Points Earned
Level 5	90% or higher
Level 4	70% to 89%
Level 3	50% to 69%
Level 2	30% to 49%
Level 1	Less than 30%

For example, suppose a school had both economically disadvantaged and special education subgroups that met the minimum size requirements. If the economically disadvantaged subgroup were rated as Level 4 for growth in reading and math (four points each), while the special education subgroup received a Level 5 rating in reading growth (five points) and a Level 3 in math growth (three points), the school would have earned 16 out of a possible 20 points, which is 80 percent. This school would be rated as Level 4 on subgroup growth.

The distribution of the 2011-12 school subgroup growth ratings is given below:

2011-12 Distribution of Subgroup Growth Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	54	14	12	80	6%
Level 4	206	75	81	362	29%
Level 3	215	62	85	362	29%
Level 2	118	33	41	192	15%
Level 1	53	6	26	85	7%
Not Rated	85	1	86	172	14%
Totals	731	191	331	1253	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2011-12.

2011-12 Distribution of Subgroup Growth Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	24	6	0	30	5%

Level 4	138	12	12	162	28%
Level 3	154	12	17	183	31%
Level 2	97	5	8	110	19%
Level 1	51	0	5	56	10%
Not Rated	34	0	10	44	8%
Totals	498	35	52	585	100%

e) Graduation Rating

Graduating every student with a college and career ready diploma is at the heart of the 40/40/20 Goal. As such, graduation rates are a major factor in determining a high school's rating.

Oregon's school graduation ratings are based on four- and five-year cohort graduation rates. Oregon successfully submitted its four- and five-year cohort graduation rates for federal peer review in January 2009. Oregon began including the four-year cohort rate in AYP calculations for 2009-10 and the five-year cohort graduation rate in its AYP determinations for 2010-11. The cohort graduation rate policy and technical manual can be found at: <http://www.ode.state.or.us/wma/policy/accountability/cohortpolicytechnicalmanual.pdf>.

A summary of the most recent state cohort graduation rates, by subgroup, is included in the table below. For more information see: <http://www.ode.state.or.us/search/page/?id=2644>.

2010-11 Statewide Cohort Graduation Rates

Subgroup	Four-year Graduation Rate (for students entering grade 9 in 2007-08)	Five-year Graduation Rate (for students entering grade 9 in 2006-07)
All Students	67.2%	70.5%
Economically Disadvantaged	61.2%	65.4%
Students with Disabilities	41.9%	46.5%
Limited English Proficient	51.6%	57.3%
Asian/Pacific Islander	76.5%	78.9%
American Indian/Alaskan Native	51.2%	54.4%
Black/African American	51.9%	55.2%
Hispanic	57.4%	61.6%
White	69.9%	73.3%
Multi-Racial/Multi-Ethnic	72.9%	68.8%

It is important to remember that these graduation rates include only students earning a regular high school diploma. Students who earn a GED or receive a modified, extended, or adult high school diploma are included in the rate as non-graduates.

Oregon applied for and received approval to use an extended-year graduation rate in AYP calculations. This decision is supported by multiple state initiatives, including:

- The new Oregon Diploma requirements adopted by the State Board of Education in 2008. This diploma has proficiency-based requirements and the Board explicitly supported providing more than four years for students to meet these requirements. For more information on the Oregon Diploma see: <http://www.ode.state.or.us/wma/getready/decisionpaperfinal.pdf> and <http://www.ode.state.or.us/search/results/?id=368>.
- The 2007 Oregon Legislature passed Senate Bill 300 which required the state to create a seamless education system for students enrolled in grades 11 and 12 to:
 - ✓ have additional options to complete their education
 - ✓ earn concurrent high school and college credits
 - ✓ gain early entry into postsecondary education.

As a result, many districts have created five-year high school programs whereby students graduate with a diploma and a postsecondary degree or credential. More information on this program can be found at:

<http://www.ode.state.or.us/search/results/?id=350>.

Based on Oregon's policy landscape, the five-year graduation rate provides a better measure of the success of Oregon's diploma and college and career readiness initiatives, Oregon will use the five-year rate in addition to the four-year cohort rate to determine priority, focus, and model schools.

Graduation ratings are based on two-years averaged of a school's two most recent four-year and five-year cohort graduation rates. Schools are rated on graduation if they have at least 40 students, combined, in their two most recently reported four-year cohorts. The graduation rating will also use a school's five-year cohort graduation rate, so long as there were at least 40 students, combined, in the two most recently reported five cohorts. Schools that do not have at least 40 students, combined, in their two most recent four-year cohorts will be rated on graduation if they had at least 40 students, combined in their four most recent four-year cohorts.

The draft ratings below were based on cohort graduation rates released in 2011 and earlier. The cohort graduation rates released in February 2012 were used as part of the summer 2012 determination of priority, focus, and model schools.

Cut scores for the cohort graduation rates were based on both federal minimums and school percentiles. Schools that met the minimum n-size for a graduation rate were sorted according to their average four-year and five-year cohort rates. Cut scores for the graduation ratings were based on:

- **Model:** schools at or above the 90th percentile
- **Strong:** schools between the 50th and 90th percentile
- **Satisfactory:** schools that meet the current graduation AMO but are below the 50th percentile of schools
- **Focus:** schools with graduation of 60 percent or higher, but that do not meet the graduation AMO
- **Priority:** schools with graduation rates below 60 percent, which is the 16th percentile among all Oregon high schools.

This process determined the following cut points for graduation ratings in 2011-12:

2011-12 Graduation Ratings Cut Points

Graduation Rating	Four-Year Cohort Rate	Five-Year Cohort Rate
Level 5	86.8%	89.0%
Level 4	73.0%	75.5%
Level 3	67%*	72%*
Level 2	60%	60%
Level 1	<60%	<60

*These targets are based on AMOs and will be adjusted yearly according to our approved AMO schedule.

A school's graduation rating is the higher of the four-year graduation rating and the five-year graduation rating. The school then earns points for the overall rating as described below:

Graduation Rating Determinations

School Rating	Graduation Points Earned	Percent of Graduation Points Earned
Level 5	5	100%
Level 4	4	80%
Level 3	3	60%
Level 2	2	40%
Level 1	1	20%

The distribution of the school graduation ratings is given below. Note that many of the high schools that are Not Rated on graduation are small high schools. These small high schools receive an overall rating based on achievement, growth, and subgroup growth. Many of these Not Rated high schools also have a K-12 configuration.

2011-12 Graduation Ratings Distribution

Rating	All High Schools		Title I High Schools	
	Number	Percent	Number	Percent
Level 5	54	16%	12	23%
Level 4	130	39%	17	33%
Level 3	23	7%	1	2%
Level 2	25	8%	2	4%
Level 1	57	17%	7	13%
Not Rated	42	13%	13	25%
Totals	331	100%	52	100%

f) Subgroup Graduation Rating

The four subgroups whose graduation is evaluated are:

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- Historically Underperforming Races and Ethnicities, which includes:
 - ✓ American Indian/Alaskan Native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific Islander.

These are the AYP subgroups whose graduation rate has historically been below state averages, as can be seen in the disaggregated graduation rate table above.

Subgroup graduation ratings are determined for all high schools with subgroups of at least 40 students, combined, in the two most recent four-year cohorts. The subgroup graduation rating will also use the five-year cohort graduation rate if the subgroup has at least 40 students, combined, in the two most recent five-year cohorts.

Cut scores for the cohort graduation rates for subgroups were the same as those for the all students group.

Graduation Ratings Cut Points

Graduation Rating	Four-year Cohort Rate	Five-year Cohort Rate
Level 5	86.8%	89.0%
Level 4	73.0%	75.5%
Level 3	67%*	72%*
Level 2	60%	60%
Level 1	<60%	<60

*These targets are based on AMOs and will be adjusted yearly according to our approved AMO schedule.

To compute the graduation rating points are assigned to each rated subgroup as shown in the table below:

Subgroup Graduation Rating Points

Rating	Growth Points
Level 5	5
Level 4	4
Level 3	3
Level 2	2

Level 1

1

Schools are then rated according to the percentage of points that they earn for their rated subgroups. A school's subgroup graduation rating is based on the following:

Subgroup Graduation Rating Determinations

Subgroup Graduation Rating	Percent of Graduation Points Earned
Level 5	90% or higher
Level 4	70% to 89%
Level 3	50% to 69%
Level 2	30% to 49%
Level 1	Less than 30%

For example, suppose a high school has three subgroups that meet minimum size requirements. If two of these subgroups receive a Level 4, while one subgroup receives a Level 3 the school will have earned 11 out of a possible 15 points (73 percent) of the possible subgroup graduation points, meaning this school will be rated as Level 4 on graduation.

The distribution of the school subgroup graduation ratings in 2011-12 is given below.

2011-12 Subgroup Graduation Ratings

Rating	All High Schools		Title I High Schools	
	Number	Percent	Number	Percent
Level 5	12	4%	4	8%
Level 4	53	16%	4	8%
Level 3	48	15%	4	8%
Level 2	49	15%	3	6%
Level 1	59	18%	6	12%
Not Rated	110	33%	31	60%
Totals	331	100%	52	100%

g) Participation

School designations must be made on reliable data. To help ensure that student achievement and growth designations are based on data from all students in a school and that no group is subject to systematic exclusion, is maintained the requirement that at least 95 percent of students are assessed in each subgroup and in each subject. Participation rates will be the combined participation rates over the last two years (four years for small schools). The school as a whole and all subgroups with at least 40 students in assessed grades over two years combined must meet the 95 percent target. These subgroups are:

- All Students

- Economically Disadvantaged
- Students with Disabilities
- Limited English Proficient
- American Indian/Alaskan Native
- Asian
- Pacific islander
- Hispanic
- Black/African American
- White
- Multi-Racial/Multi-Ethnic.

For the 2011-12 interim accountability system, schools that did not meet participation targets for every subgroup had their overall rating lowered by one category. Moving forward, repeated failure to meet participation targets for all subgroups will result in progressive impacts on school ratings. Beginning with the new 2012-13 Oregon Report Card, a school that does not meet participation targets for every subgroup for two years in a row will have their overall rating lowered by two categories and will be reviewed for potential supports and interventions as outlined in section 2.F. Beginning with the 2013-14 Report Card, a school that does not meet participation targets for every subgroup for three years in a row will have their overall rating lowered by three categories, which would result all such schools receiving either a Focus or Priority rating.

For example, suppose that on the 2012-13 Report Card a school has missed one or more participation targets for two years in a row and the school rating system would assign the school a Level 4 rating. Because the school missed participation targets for two years the school rating would be lowered to Level 2.

Overall Rating Calculation

The overall rating for a school is based on the achievement, growth, subgroup growth, and graduation ratings, according to the following percentages.

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle*	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%
Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

*Includes high schools that are not rated on graduation

The overall rating is a weighted average of the rating in each category.

1. For each rated category, multiply the percent of points earned by the weight for that category.
2. Add the values found in step 1. This is the total points earned by the school.
3. Add the weights for the categories the school is rated on. This is the total possible points that can be earned by the school.
4. Divide the total in step 2 by the total in step 3.
5. The result of step 4 gives the overall percent of points earned by the school as illustrated below.

2011-12 Overall Rating Cut Points

Overall Rating	Cut Point
Level 5	87.0 or higher
Level 4	70 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

The five ratings levels are denoted “Level 5”, “Level 4”, etc. for the purposes of this document. However, in Spring 2013 the external Report Card Steering Committee will provide ODE with recommended names for these five levels.

Note that these cut points are adjusted each year to ensure that the system identifies the appropriate number of Level 5 (Model) schools and the appropriate number of Level 2 (Focus) and Level 1 (Priority) schools.

An example calculation for an elementary school is shown below.

Sample Overall Rating Calculation – Elementary School

Category	Rating	Percent of Points Earned	Weight	Weighted Points
Achievement	Level 4	86	25%	21.5
Growth	Level 5	90	50%	45.0
Subgroup Growth	Level 5	95	25%	23.8
Total			100%	90.3
Overall Rating	Level 5			

An example for a high school is shown below.

Sample Overall Rating Calculation – High School

Category	Rating	Percent of Points Earned	Weight	Weighted Points
Achievement	Level 4	70	20%	14.0

Growth	Level 4	80	20%	16.0
Subgroup Growth	Level 3	56	10%	5.6
Graduation	Level 3	60	35%	21.0
Subgroup Graduation	Level 2	47	15%	7.1
Total			100%	63.7
Overall Rating	Level 3			

There are three situations where additional rules are needed in the calculation of the overall rating:

- Some schools do not receive ratings in all categories, such as subgroup growth or graduation, due to minimum n-size criteria. The ratings for these schools are based on the percent of points earned in the areas on which the school is rated.
- Schools that do not meet participation targets for any one subgroup have their overall rating lowered, as described above.
- High schools that receive a Level 1 rating on graduation are those high schools with persistent graduation rates below 60 percent. These schools can have an overall rating no higher than Level 2.

Overall School Ratings for 2011-12

The cut points resulted in the following distribution of school ratings for 2011-12:

2011-12 Distribution of Overall Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	100	9	19	128	10%
Level 4	341	101	126	568	45%
Level 3	193	67	95	355	28%
Level 2	75	5	44	124	10%
Level 1	15	1	41	57	5%
New school – not rated	7	8	6	21	2%
Total	731	191	331	1253	100%

The table below shows distributions of ratings for schools that received Title I funds 2011-12.

2011-12 Distribution of Overall Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Level 5	27	1	2	30	5%
Level 4	219	17	25	261	45%

Level 3	162	15	12	189	32%
Level 2	71	1	8	80	14%
Level 1	15	0	4	19*	3%
New School - not rated	4	1	1	6	1%
Total	498	35	52	585	100%

*Does not include School Improvement Grant schools already implementing interventions.

Schools that fall within the various rating levels can be broadly characterized as follows:

- **Level 5** – schools with high achievement or graduation and high growth
- **Level 4** – schools with above average achievement or graduation and moderate or high growth
- **Level 3** – schools with average achievement or graduation and moderate growth
- **Level 2** – schools with low achievement or graduation, low or moderate growth, and below average subgroup growth
- **Level 1** – schools with very low achievement or graduation, low growth, and low subgroup growth.

Additional System Elements Beyond 2012-13

Kindergarten Readiness Assessment

Oregon's appointed Early Learning Council (ELC), which reports to the OEIB, selected and piloted an assessment of kindergarten readiness in 2012-13 school year. This important assessment was launched statewide in 2013-14. The assessment data is a key metric on each district's Achievement Compact, and will provide valuable information for teachers and incent collaboration and shared responsibility between early learning and K-12 providers.

College and Career Ready Assessments Supporting a Student-Centered Model

Over the past decade, the thinking of educators in Oregon has begun to coalesce around a set of evidence-based, learner-centered practices and principles known by many terms (e.g., proficiency-based learning, competency-based learning, student-centered teaching and learning). These practices are marked by a commitment to allowing students to learn at their own best pace and to advance following the demonstration of mastery of standards rather than the passage of a certain amount of time. Essential to the success of a student-centered approach is allowing educators the necessary time and opportunity for continuous collaboration to broaden and deepen their understanding of instruction and assessment and to meet the learning needs of each student. Also essential to successful student-centered learning is the continual use of formative and interim classroom-based assessments to guide teaching.

In moving forward with student-centered teaching and learning, Oregon will continue to evaluate and expand upon the work of several consortia of districts that are developing teaching rubrics, assessment models, and processes for calibrating those assessments to create a valid and reliable, evidence-based process for assessing proficiency (very similar to the process for assessment used by the IB program). These locally-developed but state-normed assessments

will allow Oregon to greatly improve teaching and learning, and will complement standardized summative assessments to give much richer and more accurate pictures of student achievement.

As noted in our response to section 1.A, the Oregon State Board of Education has adopted the new Oregon Diploma, which will require students to demonstrate the essential skills of reading, language arts, writing, speaking, thinking critically and analytically, and demonstrating collaboration and teamwork. The Board will continue the work of approving different modes of demonstrating these proficiencies that are valid, reliable, and rigorous.

As part of Council of Chief State School Officers' (CCSSO) Innovation Lab States, Oregon has launched a pilot with technical assistance from David Conley of the Educational Policy Improvement Center (EPIC) and Linda Darling-Hammond at Stanford, to implement performance based assessments such as the College-Readiness Performance Assessment System (C-PAS). Oregon is committed to providing the professional development and infrastructure necessary to support performance-based assessments as a tool to improve teaching and learning, to support implementation of the Common Core State Standards, and ultimately to enhance our state accountability system.

Examining Growth of English Language Learners

To address the disparity in results and ensure services are being provided to ELL students, the ESEA Flexibility Workgroups recommended further examination of the following:

- The renewal and extension from one year to two of the exemption allowed for ELL students on OAKS English/language arts, and the expansion of that exemption to other subjects (math, writing, and science).
- Implementing a growth model for ELL students that is based on alternate measures, such as the English Language Proficiency Assessment (ELPA).
- Potential expansion of subgroup accountability and reporting to those students who have been exited from ELL services.

Transitioning to Common Core Assessments

Accountability Reporting for 2013-14

Oregon requested double-testing and determination flexibility for 2013-2014. As part of double testing flexibility, students in Oregon were permitted to take only one assessment in each content area in 2013-2014 – either the current statewide assessment (OAKS) or the full form of the Smarter Balanced field test. The effect on the school and district accountability system is described below.

The accountability system excluded OAKS test results for those students participating in the Smarter Field, subject to the conditions listed below. Upon receipt of the final list of schools selected for the field test from the Smart Balanced Assessment Consortium, ODE determined whether those schools will be “significantly impacted” by field testing. These are schools where:

- The students participating in the field test are not representative of the school as a whole; or

- The number of students whose OAKS scores are not included in accountability results is high enough to compromise the validity and reliability of the school's performance results.

Oregon examined the number of the students participating in the field test as well as their demographics to make individual determinations of those schools that are significantly impacted by field testing. The Smarter Balanced field test sampling methodology requires entire grades to participate in the field test, which should minimize the number of schools for whom the testing sample is not representative.

Some schools participating in the field test may elect to test all students in OAKS. If field tested subjects and grades meet participation requirements on OAKS, the OAKS test results for these students will be included in accountability results. These schools will be reevaluated to determine whether or not they are still “significantly impacted” by the field test.

The field test will have the following implications for the school rating system and accountability determinations:

- **School Ratings:** As part of ESEA Flexibility, Oregon assigns ratings of Level 1 to Level 5 to all schools each year. Following the 2013-2014 school year, Oregon will continue to rate all schools that are not significantly impacted by the field test. Those schools that are significantly impacted by field testing will not be rated, and ODE will report their school rating from the previous year.
- **Focus and Priority School Identification:** As part of Oregon's ESEA Flexibility, Oregon identified focus and priority schools at the end of the 2012-2013 school year and will not identify new focus or priority schools until after the 2015-2016 school year. Hence, the determination flexibility will not affect the interventions and supports required for these schools in 2014-2015.
- **Reward Schools:** As required by ESEA Flexibility, Oregon identifies Reward schools annually. Those Title I schools that are rated as Level 5 following the 2013-2014 school year will be designated as Model schools for the 2014-2015 school year. Any school that was designated as a Model school for 2013-2014 and was significantly impacted by field testing will retain its model school status for the 2014-2015 school year.
- **Other Title I schools requiring targeted interventions:** Oregon identifies these schools annually, and will continue this practice following 2013-2014. Those schools identified following the 2012-2013 school year that are significantly impacted by the field test will be reviewed using available data to determine whether they will retain that status for 2013-2014.

Accountability Reporting for 2014-15 through 2016-17

Accountability “Pause” in 2014-15

Oregon will be implementing Smarter Balanced Assessments in English Language Arts and

mathematics during the 2014-15 school year. The transition to these new assessments creates a clear break in the data used for school accountability. This transition creates a number of issues for the school accountability system, including:

- Oregon’s school accountability system uses two or more years of assessment data for all school ratings. It is not appropriate to mix the results from the OAKS and Smarter Balanced assessments in our accountability system.
- Oregon’s Growth Model is a key component of the school rating system. While it is technically possible to measure growth from OAKS to Smarter Balanced there are several technical hurdles that must be overcome, as well as several threats to the validity of the growth model itself. While the growth data in 2014-15 will be useful for the analysis of the transition to the common core standards and assessments, it is not appropriate to use this transitional growth data to rate schools.

Because of these and other concerns, Oregon will “pause” its rating system for one year. Schools will not receive new ratings following the 2014-15 school year. Instead, schools will retain their 2013-14 ratings and all priority, focus, and other Title schools will continue their same supports and interventions into the 2015-16 school year. In addition, all 2014-15 model schools will retain their designation for 2015-16.

This pause in ratings does not affect Oregon’s efforts with priority and focus schools. As previously approved, Oregon will not identify its second cohort of focus and priority schools until the 2016-17 school year, which will be after the second administration of the Smarter Balanced assessments.

Defining High Achieving, Low Achieving, High Progress, and Large Gap Subgroups

For continuous improvement in its school identification system, Oregon is refining its definitions of High Achieving, High Progress, Low Achieving, and Large Gap, and applying each at the subgroup level and subject level.

Oregon’s accountability system is centered on the concept of identifying schools that are “beating the odds,” especially with certain subgroups.

Oregon will be applying the following definitions to the yearly identification of model and Other Title 1 schools starting with results based on the 2015-16 administration of the Smarter Balanced Assessments, and will apply these definitions to create its second cohort of priority and focus schools following the 2015-16 school year:

“High Achieving” subgroup:

- A subgroup that meets the minimum n-size for an achievement rating; and
- Whose performance places the subgroup among the top 10 percent of all schools in the state where the subgroup meets the minimum n-size requirement.
- For graduation, a subgroup that meets the minimum n-size for the graduation rating and whose four- or five-year graduation rate is among the top 10 percent among schools in the state where the subgroup meets the minimum n-size requirement.

“High Progress” subgroup:

- A subgroup that meets the minimum n-size for a growth rating; and

- The growth rating is Level 5 (when available), or (when growth data is not available) the gain in percentage meeting is among the top 10 percent of all schools in the state where the subgroup meets the minimum n-size requirement.
- For graduation, a subgroup that meets the minimum n-size for a graduation rating; and the gain in four- or five- year graduation rates is among the top 10 percent of all schools in the state where the subgroup meets the minimum n-size requirement.

“Low Achieving” subgroup:

- A subgroup that meets the minimum n-size for the achievement rating; and
- Whose performance places the subgroup among the lowest 5 percent of among schools in the state where the subgroup meets the minimum n-size requirement;
- For graduation, a subgroup that meets the minimum n-size for the graduation rating and whose four- and five-year graduation rate are below 60%.

“Large Gap” subgroup satisfies either one of the following two criteria:

- (1) Having a within-school achievement gap that is among the largest 15 percent of all within-school achievement gaps, or achievement that is among the lowest 15 percent of all schools for this subgroup; and the growth rating for the subgroup is below level 4 (when growth data is available) or having gains in the percentage meeting that are below the state average (when growth data is not available).
- (2) For graduation, having a within-school graduation gap that is among the largest 15 percent of all within-school graduation gaps; and four- and five- year graduation rates for the subgroup that are among the 15 percent of schools with the lowest graduation rates for this subgroup.

The “Large Gap” criteria clearly define schools with achievement gaps that are not closing. The first criterion begins by identifying all subgroups with large achievement gaps, either within the school or those that have low performance compared to the state. It then removes those subgroups with a growth rating of Level 4 or higher. It’s important to note that a low achieving subgroup can have a Level 4 growth rating only if the median growth for the subgroup is 55 or higher. A median growth of 55 or higher ensures that students in the subgroup are showing stronger growth than their peers, i.e., they are closing the achievement gap. The second criteria address subgroups with graduation rate gaps, to ensure that a subgroup can be identified as a “Large Gap” subgroup through either achievement or graduation rates.

The 15th percentile was chosen because focus and priority schools are identified as the lowest 15% of Title I schools in the state, according to the school rating system. The “Large Gap” definition above identifies subgroups performing in the bottom 15% that have achievement gaps are not closing. As is mentioned elsewhere, Model schools will be defined as Level 5 schools that do not have a “Large Gap” subgroup. The “Large Gap” methodology just described aligns with the overall school identification framework to ensure that Model schools have very strong achievement, growth and graduation, and no subgroups with low achievement and growth, or graduation rates.

As mentioned above, Oregon will apply these refined definitions to subsequent identifications of priority, focus, model and other Title 1 Schools.

Analysis of Schools Previously Model Identified for 2012-13 through 2014-15

Oregon’s Model schools are those Title I schools that have a Level 5 rating in Oregon’s school rating system. Oregon has done an analysis of previously identified model schools in order to confirm that Model schools do not have significant achievement gaps that are not closing. The following tables report the model schools, the extent to which they had high performing or high progress subgroups and how many had Large Gap subgroups.

Model Schools and Large Gaps

Category	Number of Subgroups	Model School Cohort		
		2012-13	2013-14	2014-15
High Achieving or High Progress subgroups	All	8	4	6
	At least half	20	22	18
	Less than half	1	1	4
	None	0	0	0
Large Gap subgroups	All	0	0	0
	Some	0	0	0
	None	29	27	28

As the table above shows Oregon’s model schools have multiple high achieving or high progress subgroups, while none of these have any Large Gap subgroups. This provides further evidence that Oregon’s system of differentiated accountability is meeting the federal requirements for the identification of model schools.

Accountability Reporting Overview for 2015-16 through 2016-17

School ratings will resume following the 2015-16 administration of Smarter Balanced. At this point all ratings components will be computed and the differentiated accountability system will resume.

Oregon’s school accountability system uses two years of data for all schools, and four years of data for small schools. Starting with the 2016-17 school accountability system (which is based on 2015-16 assessment results), Oregon plans to incorporate only Smarter Balanced assessment results. The major impact on the rating system is that, for 2016-17, the school rating system will use only one year of growth data. The table below indicates the data that will be used to rate schools for the next three school years.

School Ratings Data Use for 2014-15 through 2016-17

School Rating Indicator	Accountability Year		
	2014-15	2015-16	2016-17
Overall Rating	None. (Schools retain prior year rating.)	New ratings issued.	New ratings issued.
Performance against AMOs	One Year (2014-15 Smarter Balanced only)	Two Years (2014-15 and 2015-16)	Two Years (2015-16 and 2016-17)
Achievement	Not Rated	Two Years	Two Years

	(due to accountability Pause)	(2014-15 and 2015-16)	(2015-16 and 2016-17)
Growth		One Year (2015-16 only)	Two Years (2015-16 and 2016-17)
Subgroup Growth		One Year (2015-16 only)	Two Years (2015-16 and 2016-17)
Graduation	Two Years (reported against AMOs only)	Two Years	Two Years
Subgroup Graduation			

Small schools (those that don't meet the minimum n-size for an indicator) will continue to use up to four years of data, where available. The following table details the number of years of data available for small schools. Note that there are no data limitations for graduation calculations, but the transition to Smarter Balanced limits the amount of data available for Achievement and Growth.

Years of Data Available for Small Schools

School Rating Indicator	Accountability Year		
	2014-15	2015-16	2016-17
Achievement Growth	Not Rated (due to accountability Pause)	Two years	Three years
Subgroup Growth		One year	Two Years
Graduation	Four Years	Four Years	Four Years
Subgroup Graduation			

Identification of the Second Priority and Focus School Cohort

As mentioned above Oregon will identify its second cohort of focus and priority Schools using the school rating system determined after the administration of the 2015-16 Smarter Balanced assessments. The school rating system cutoffs for Levels 1, 2 and 5 are adjusted as necessary so that 5% of schools are designated as Level 1, at least 10% are designated at Level 2, and at least 5% of Title I schools are designated as Level 5.

Priority schools will be those schools that:

- Were members of the first cohort of priority schools and did not meet the priority school exit criteria; or
- Are Title 1 during the 2015-16 school year and receive a rating of Level 1 following the 2015-16 year.
- Note: as mentioned above, the rating system has built-in adjustments to that will ensure at least 5% of Title I schools will be designated as Priority Schools.

Focus schools will be those schools that:

- Were members of the first cohort of focus schools and did not meet the focus school exit criteria; or
- Are Title 1 during the 2015-16 school year, receive a rating of Level 2 following the 2015-16 schools year, and have a Large Gap subgroup.
- Note: as mentioned above, the school rating system has built-in adjustments that ensure at least 10% of Title I schools will be designated as Focus Schools.

Oregon will ensure that the number of priority schools is at least 5% of the total number of Title 1 schools and that the number of focus schools will be at least 10% of the total number of Title 1 schools. As mentioned above, the rating system itself adjusts to that requisite number of schools are chosen.

Yearly Identification of Model and Targeted Other Title 1 Schools

Starting with results from the 2015-16 Smarter Balanced assessment, Oregon will resume the identification of model schools and Other Title 1 schools through data available in our school rating system. In particular:

- **Model schools:** Title 1 schools receiving a rating of Level 5. As noted above, Oregon's system does not identify Model schools that also have Large Gap subgroups.
- **Other Title 1:** Title 1 schools receiving a rating of Level 2 that meet the additional criteria identified in section 2.F.

The table below summarizes Oregon's plan for school ratings and school identification for the next three accountability cycles.

Summary of Schools Ratings and Title 1 Accountability Identifications

Component of Accountability System	School Improvement Year		
	2015-16	2016-17	2017-18
School Ratings	All schools retain previous year's rating	New Ratings Issued	New Ratings Issued
Focus and Priority Schools	2012-13 Cohort continues to implement appropriate interventions	Second Cohort Identified	Second Cohort continues to implement appropriate interventions
Model Schools	2014-15 Model schools will retain their status in 2015-16	Identified using the school rating system	Identified using the school rating system
Other Title I Schools	2014-15 Other Title I schools will retain their status in 2015-16 and continue to implement appropriate interventions	Identified using school rating system data	Identified using school rating system data

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ol style="list-style-type: none"> provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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N/A

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ol style="list-style-type: none"> Provide the new AMOs and an explanation of the method used to set these AMOs. Provide an educationally sound rationale for the pattern of academic
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<p>AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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To ensure rapid movement toward Oregon's statutory 40/40/20 Goal, we are committed to developing our own system of determining Annual Measurable Objectives (AMOs) (Option C).

**2015 Flexibility Renewal:
AMOs in English language arts and Mathematics for 2015-16 and Beyond**

Oregon is administering new assessments in 2014-15 and, as described in the February 27, 2015 letter to State Title I Directors regarding the establishment of new Annual Measurable Objectives (AMOs) in English language arts and mathematics, we shall be resetting our AMOs.

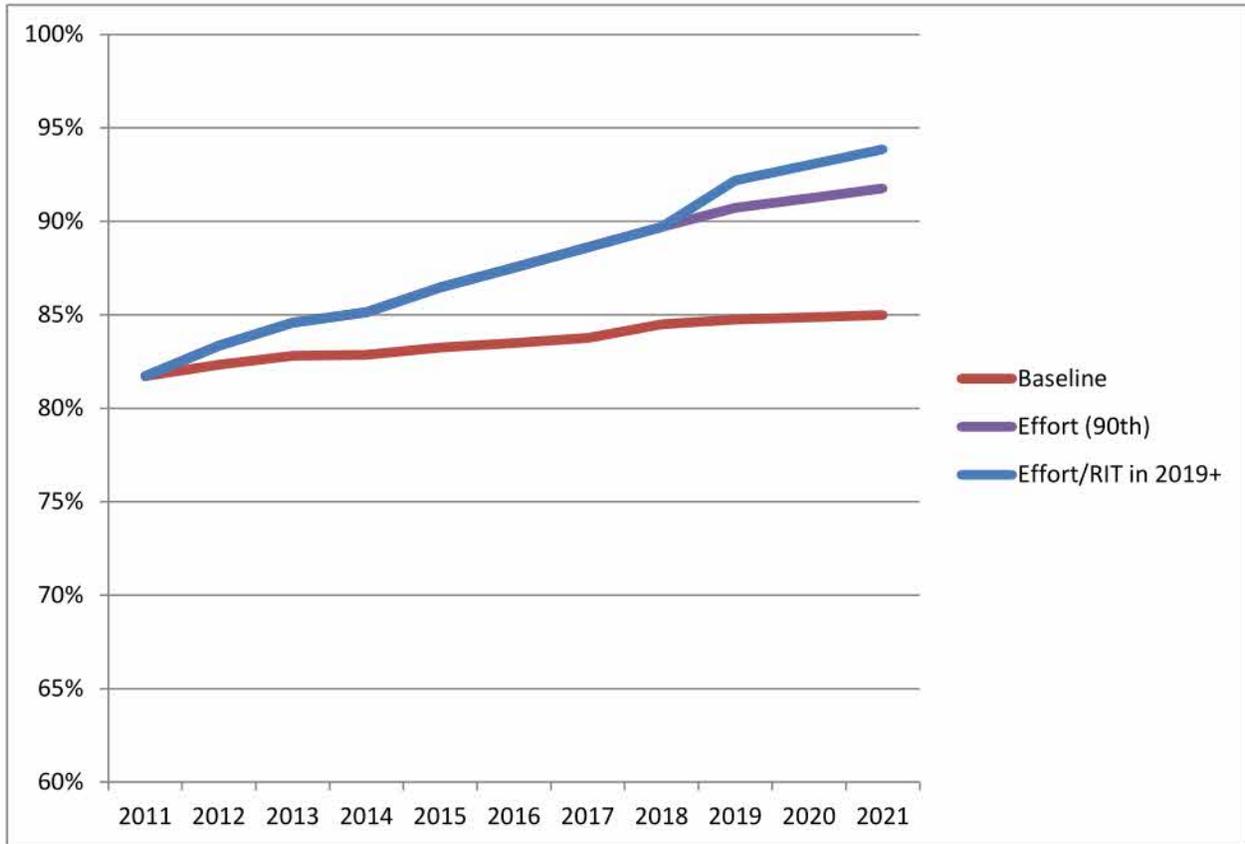
For reporting against the 2014-15 assessment results Oregon will use the State averages as the LEA- and school-level targets. Oregon will submit a proposal for future AMOs no later than January 31, 2016.

Oregon’s Initial Flexibility Request Approved in 2012 - Pages 136-150

Since its appointment, the Oregon Education Investment Board (OEIB) has engaged in deep thinking around the significance of Oregon’s 40/40/20 Goal – what policies, partnerships, strategies and investments are necessary to achieve the goal, and what the trajectory to 40/40/20 could be in the context of Oregon’s current student demographics and achievement levels. To further the thinking, the Governor’s office engaged ECONorthwest, a leading Northwest economics and education research firm, to work with ODE and its rich bank of student achievement and demographic data to develop some initial projections for our state based on different assumptions.

ECONorthwest analyzed seven years of statewide individual student data to identify a relationship between information on inputs, such as 1) demographics – socio-economic status (SES), ethnicity, race, English language learners (ELL) and special education status; 2) outcomes on Oregon Assessment of Knowledge and Skills (OAKS) reading and math test; and 3) high school completion. As noted above, Oregon is committed to continuing to track graduation rates based on its federally-approved four- and five-year cohort rates. However, the legislation that lays out the 40-40-20 Goal includes traditional completers as well as students

earning a modified diploma, extended diploma, or GED. For that reason, the projections below include data on those other types of completers. Included as Attachment 15 is a memorandum from ECONorthwest describing the data, assumptions and methodology used to create these projections. As the memorandum describes, in all scenarios, the five-year cohort graduation rate is about ten percent lower than the overall completion rate.



Class of	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Baseline	82%	82%	83%	83%	83%	83%	84%	84%	85%	85%	85%
Effort (90th)	82%	83%	85%	85%	86%	88%	89%	90%	91%	91%	92%
Effort/Meet AMOs	82%	83%	85%	85%	86%	88%	89%	90%	92%	93%	94%

The chart above depicts three potential pathways for Oregon toward improved levels of high school completion, and ultimately post-secondary and career success:

- The red path represents a status quo determination of the projections of potential high school completion rates (defined below) based on what we know about current students in the pipeline. Absent notable changes in practice, demographics, structures, funding and costs of operations, this could be described as the path we are on: one of very modest improvement over time.
- The ECONorthwest analysis identified those districts where graduation rates are significantly higher than expected based on input data. ECONorthwest then calculated the outcome over the next seven years if every school district in Oregon was able to

perform similarly to these highly successful districts. The purple path describes the outcome – and nearly achieves the high school completion rates necessary to meet the 40/40/20 Goal by 2025.

- Finally, ECONorthwest extended their analysis to predict levels of performance if all Oregon school districts were able to also accomplish the increases in grade 3 through 5 math and reading proficiency (based on OAKS) at the rate described below. The blue path depicts the predicted impact – a trajectory that leads the state to a 94 percent completion rate by 2021, well on our way to 100 percent by 2025.

As noted above, if the state is looking only at a five-year cohort graduation rate, the results are about ten percentage points lower (so, for example, the purple path would reach 82 percent by 2021, and the blue path would reach 84 percent). Specifically, the total completers include:

- Four-year graduates - based on regression analysis of several historical cohorts; approximately 70 percentage points.
- Five-year graduates - based on regression analysis over short-term; four to five percentage points of completers.
- GED, modified diploma, adult diploma - based on regression analysis over short-term; seven to ten percentage points of completers.
- Six and seven year completers - simple estimate based on additional completers observed in the data between years five, six, and seven; only possible for the grade 9 cohort of 2005-06 (through sixth year) and 2004-05 (through seventh year); these students are just under two percentage points of completers.

Removing the six- and seven-year graduates and non-diploma completers would result in a five-year cohort rate of about 76 percent by 2025 in the baseline scenario (red line), 83 percent in the 90th percentile scenario (purple line), and 85 percent in the 90th percentile plus AMO achievement scenario (blue line).

Oregon believes that by examining these possible statewide trajectories, we can:

- ensure that the AMO's we set within the context of the new accountability system are informed by the 40/40/20 Goal
- motivate real and sustained improvement in student achievement by grounding expectations in research and data
- provide a context in Oregon for identifying and implementing the changes in practice, structure and funding that are necessary to achieve our goals.

2011-12 – Statewide AMO's for Reading, Math and Graduation Rates

OAKS Reading and Math

As described above, Oregon's proposed interim system of accountability is made up of three elements:

- (1) The Oregon Report Card: The report card provides schools with ratings based on an achievement index (calculated using proficiency and growth targets in OAKS reading and math), as well as graduation, attendance and participation rates

- (2) AYP Reports: The state reports the achievement of all students and subgroups against a state AMO for proficiency in math and reading, as well as AMOs for graduation, attendance, and participation
- (3) Identification of priority, focus and model schools: Oregon incorporates the Colorado Growth Model into a rating system that identifies priority, focus and model schools for the purposes of school improvement actions.

With respect to elements (1) and (2), in 2011-12 Oregon uses 70 percent as the AMOs for proficiency in reading and math, which are the same as 2010-11 AMOs. As you can see from the chart below, in all grade bands and subjects except high school reading, 70 percent meets and exceeds falls between the 50th and 90th percentile of the state average. For high schools, the New Oregon Diploma requires for the first time in 2011-12 that students demonstrate the essential skill of reading as a graduation requirement. We believe that requirement will be sufficient to ensure rigorous improvement in high school reading achievement, while still providing schools and districts with some level of consistency as we transition to a new accountability model.

**State Average Achievement by Subject
(Using 2010-11 data and applying new cut scores)**

Percentile	Elementary School		Middle School		High School	
	Reading	Math	Reading	Math	Reading	Math
90 th	85.3%	83.9%	79.9%	76.1%	92.9%	81.4%
50 th	65.8%	62.9%	68.1%	61.5%	80.3%	64.9%
15 th	51.9%	47.6%	58.0%	50.1%	60.0%	39.1%
5 th	44.0%	37.0%	48.8%	44.5%	46.7%	20.8%

With respect to the third element of the interim accountability system – using a rating system that incorporates the growth model to identify priority, focus and model schools – the methodology for arriving at an achievement rating is based on an implicit AMO for math and reading proficiency that will be set, for 2011-12, at the 50th percentile of achievement (as depicted in the chart above). Using the 50th percentile of achievement will place the implicit AMO for proficiency between 60-80 percent (rather than the 70 percent AMO that Oregon is requesting in the previous section for reporting school and subgroup performance for 2011-12). Because the current Oregon report card and AYP system uses a margin of error (which can be 20 percent), this will result in a fairly smooth transition between the two systems.

Graduation Rate

As part of the peer review of graduation rates in 2009, Oregon set a cohort graduation rate goal of 90 percent and set intermediate targets toward that goal. The federally approved four- and five-year rate targets through 2017 are included in the table below.

Cohort Graduation Rate Targets

Graduation Rate	Accountability Year						
	2011	2012	2013	2014	2015	2016	2017
Four year rate	65%	67%	67%	69%	72%	75%	78%

Five year rate	70%	72%	72%	74%	77%	80%	82%
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For calculation of the Report Card Rating and for the AYP report released in 2012, Oregon will use its previously approved rate of 67 percent (72 percent for five-year), which is two percentage points higher than 2010-11.

2012-13 and Beyond

As described below, increasing expectations for student achievement are embedded in the model that Oregon is proposed for 2012-13 and beyond. The effectiveness of the model depends on AMOs that are both ambitious and attainable. The AMOs must be ambitious enough to put the state on a path to reach the 40/40/20 Goal, yet must also be attainable so as not to discourage students, educators, or systems but to motivate and inspire improvement.

Oregon will build upon the cut points in the school and district performance frameworks and create annual AMOs for proficiency. As described above, the 2011-12 AMOs for the interim accountability system's identification of priority, focus, and model schools will be the level necessary to earn a meets rating in the academic achievement section of the framework. The meets cut point is set at the proficiency rate (percent of students proficient or above) of the 50th percentile of school in 2010-11. Cut points are for reading and math at the elementary and middle levels are set separately from the high school level.

Moving forward in 2012-13 and beyond, the goal will be for all schools to earn an exceeds rating, by meeting the cut point for exceeds. The exceeds cut points are set at the proficiency rate (percent of students proficient or above) of the 90th percentile of schools in 2011-12. The exceeds cut point, at the 90th percentile of schools provided a meaningful, yet ambitious target for schools to work toward. Schools strive to improve their performance as measured by the frameworks. The performance of the 90th percentile of schools is an ambitious goal. In order to reach this goal, interim targets will be set annually from 2012-13 until 2017-18, on the schedule set forth in the chart below.

Meets Cut Points (AMOs) Over Time for Elementary and Middle Schools

Subject	2012	2013	2014	2015	2016	2017	2018
Reading	65%	69%	72%	75%	78%	81%	84%
Math	63%	66%	69%	72%	75%	78%	81%

Meets Cut Points (AMOs) Over Time for High Schools

Subject	2012	2013	2014	2015	2016	2017	2018
Reading	80%	82%	85%	87%	89%	91%	92%
Math	65%	67%	70%	73%	76%	79%	81%

As described above, while these AMOs are lower than the current 70 percent used for AYP (and requested for 2010-11), the adjustment is necessary to maintain a smooth transition from a system that used a margin of error, to one that uses student growth percentiles. The increments represent ambitious goals, but are possible with extremely focused efforts. As depicted in the blue line of the trajectory above, which is based on forecasting completion rates based on achievement of these AMO's in earlier grades (grade 5), these goals put the state well on its

way to reaching the graduation rates necessary for the 40/40/20 Goal. In addition, the red line in the trajectory above reflects a very similar pattern of improvement modeled on improving the state's outcomes based on moving performance of all districts up to the level of the districts currently in the 90th percentile in the number of years depicted in this chart.

AMOs will not vary based on district, school, or disaggregated group, requiring schools and groups further behind to make greater gains. Note that Oregon, like many states, may need to re-visit the AMOs when the new assessment system is implemented, depending on the extent to which achievement results differ from those on the current assessment system.

Achievement Compacts – District Specific Goals

As described in the Overview, through passage of SB 1581, Oregon took another major step to improve the education system through (1) a coordinated and aligned system of PK-20 education (described in part in Principle 1); (2) a statewide system of support (described more fully in section 2.G), and (3) plans to focus policies, programs and investments on outcomes. The Achievement Compact, which is a partnership agreement between the state and the district, will be the vehicle through which the state commits to the funding and support it will invest, and the district commits to the outcomes it will achieve.

In April 2012, all 197 Oregon school districts, 19 Education Service Districts (ESDs), 17 community colleges, all public universities received an Achievement Compact template, populated with as much data as are available through ODE and the National Student Clearinghouse. Each school district is tasked with engaging its community in a process for setting short (one year) and, optionally, longer term (four year) goals for all students, an aggregated disadvantaged student group, and disaggregated subgroups. Each district identify a target number and percentage of students for the upcoming academic year for achievement of the outcomes: measures of progress and goals listed in the Achievement Compact. Districts will also have the option of proposing additional, district-specific goals aligned specifically to ensuring equity and college readiness in the context of the 40/40/20 Goal.

The legislation also requires districts to communicate and collaborate with parents, students, teachers, faculty, employees and their exclusive bargaining representatives, and community representatives, engaging them in analyzing data and discussing the Achievement Compact goals and objectives to be adopted.

Oregon has a long history of local control and, within this context, has learned time and again that the most effective and sustained change depends on local involvement. For that reason, Oregon will not prescribe goals for each district but will provide technical assistance and support in the goal setting exercise. Each district will set goals through the inclusive process described above and will be held accountable for ensuring its schools are equitably contributing to the district's overall goals.

Oregon believes that the Achievement Compact process will:

- engage districts and their communities in developing shared goals for the educational outcomes to be achieved,
- ensure that each district in the state is committed to achieving the levels of

- performance necessary to reach the 40/40/20 Goal by 2025,
- foster communication, intentionality, and two-way accountability between the state and its education institutions in setting, and achieving, ambitious education goals,
- establish a mechanism aimed at furthering intentionality in budgeting at the local level giving local boards clear outcome goals and incentives to truly connect budget with outcomes,
- provide a basis for comparisons of outcomes and progress within districts and between districts with comparable student populations, and
- provide return on investment information that will allow the state to focus its existing investments and ultimately to increase investment in public education.

As described below, Oregon believes reaching the ambitious 40/40/20 Goal will require a strong system of continuous improvement for all schools, not just underperforming schools. Focusing accountability and assistance at the district level and motivating communities to coalesce around focused, specific goals is not only consistent with Oregon's system of local control and tight loose strategy, but will build the capacity and resolve necessary for this level of system-wide improvement.

However, the state will follow through on its obligation to ensure district accountability does flow down to the building level and to ensure the lowest performing schools and subgroups get the support they need. With the passage of SB 909, the OEIB was created and given the authority to appoint a Chief Education Officer (CEdO). The 2012 passage of SB 1581 provided more authority for the CEdO to direct and control the Oregon PK-20 system and its various agency leaders.

A key role for the CEdO is to evaluate each district's Achievement Compact. The CEdO looks at historical data, performance history, comparable district data, and the trajectory to the 40/40/20 Goal to ensure the goals set by the district are ambitious and achievable. The CEdO is charged by the state with ensuring districts' goals represent sufficient progress toward 40/40/20 and will look specifically at those districts who are furthest behind, whether in all student performance or in the performance of any subgroup, to ensure they are committed to and achieve the highest rates of improvement.

For school districts that demonstrate success, the OEIB is committed to providing increased flexibility and room for innovation to the extent possible, in the form of freedom from state mandates and reporting requirements. For districts that fail to meet reasonable expectations of improvement and success, the CEdO will engage the district and its board in a discussion of the supports, partnerships, professional development, investments and structural changes necessary to ensure the needs of students, and the state, are being met.

Statewide Building Level AMOs Align with Achievement Compact Goals

The Governor's Office, OEIB, and ODE have worked to develop a plan for ensuring the accountability system in Oregon is aligned. With the development of this ESEA Flexibility request, the data from the OEIB's Achievement Compact process and the trajectory to the 40/40/20 Goal informed the selection of statewide targets in reading, math, and cohort graduation. These targets will inform the building level accountability system – the selection of priority, focus, and model schools, and the differentiated public reporting of school performance through the Oregon Report Card. The plan for Oregon's Next Generation of Accountability also

includes adding the remaining Achievement Compact indicators (grade 6 on-track, grade 9 on-track, college credits earned in high school, and post-secondary enrollment) into the rating system in 2012-13. This will ensure that:

- Oregon's schools and districts are held accountable for the interests of disadvantaged students
- students in our most struggling buildings are protected
- districts and schools will be accountable to parents, the public, and stakeholders through the information and ratings contained in the report card.

Oregon's theory of action includes more than a traditional building level accountability system. We learned valuable lessons from No Child Left Behind about the limits of standardized tests in judging college and career readiness, about the perverse incentives of a system that rates buildings (and students) as failing without providing a path to success, and about the limits of a system that does not require local districts and their communities to actively participate in setting expectations and developing solutions. From these lessons, Oregon is committed to advancing a system that includes broader measures, motivates and supports improvement rather than simply demands it, and requires communities to become active participants in improvement and accountability. The OEIB believes that the Achievement Compact is a crucial first step to realizing this vision.

While annual targets for demonstrating proficiency based on standardized tests are valuable tools, we cannot ignore the fact that for many districts, those statewide AMOs may be out of reach in the short term. Further, for districts performing above the statewide AMOs (whether as a result of great effort or simply demographics), the AMO offers nothing in terms of driving toward continuous improvement. By allowing communities to engage in hard discussion and to land upon what they believe are ambitious but achievable goals specific to that community, Oregon believes it will drive meaningful improvement that is deeper, more widespread, and focused on outcomes.

An excellent example of the power of community-based goals can be seen in Portland Public Schools (PPS). PPS is a district that has historically struggled to achieve outcomes for students, particularly students of color, students in poverty, and ELLs. As measured against most statewide targets, PPS is a failing district. But three years ago, PPS leadership engaged in a thoughtful, inclusive, research-based process to develop its Milestones framework (a framework that contributed to the development of the Achievement Compact indicators). See <http://www.pps.k12.or.us/departments/milestones/>.

In 2010-11, PPS set targets for improving performance on the milestone indicators by five percent, as well as reducing achievement gaps by five percent. PPS has achieved five of the six goals, including raising four-year cohort graduation rates by five percent. PPS has a long way to go to reach the AMOs described here, but achieving its interim goals on key indicators allowed it to acknowledge students and educators for their hard work, fostered a renewed sense of commitment and possibility, and will motivate continued effort toward improving outcomes for all students. Other efforts across Oregon tell a similar story.

A primary purpose for Achievement Compacts is to require districts to engage in a process of goal setting on key indicators of student success. Another primary purpose is to provide the OEIB and CEdO with crucial information about the achievement of outcomes across the state

and across student populations that will drive decisions about the state’s investments in education. Oregon’s investment strategy is discussed in section 2.G.

The CEEdO, under authority granted in SB 1581, reviews districts’ goals and determine whether they represent sufficient progress toward the 40/40/20 Goal. In cases where they do not, or in cases where they appear unattainable, the CEEdO has the authority to ask the district to revisit the goals. The CEEdO will provide technical assistance and support to the district to ensure sufficiently ambitious goals are set. Finally, the CEEdO and OEIB reviews district progress toward goals and engage in dialogue around the appropriate incentives, supports, interventions, or consequences necessary to ensure Oregon is on the path to achieving the 40/40/20 Goal.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Reaching Oregon’s 40/40/20 Goal will require substantially improving student success rates and performance at all levels. Achieving these high levels of improvement will require a complete system transformation, with the emphasis shifting from labeling students and schools as failures to spotlighting student and institutional success. Developing a system that recognizes, rewards, and replicates the successful programs found in Oregon’s highest-performing schools and districts, as well as those that have demonstrated significant gains and progress for historically underachieving populations, is essential to Oregon’s philosophy of a system of accountability that supports and motivates all participants.

To better describe the role that Oregon’s reward schools will play in supporting continuous improvement (described below and in section 2.G), we will designate our highest-performing and high-progress schools as model schools. That terminology is used throughout this application.

Identifying Model Schools

The state’s differentiated accountability determines reward school status through the use of an overall rating system, as described above. Schools with a rating of model qualify as a reward school for purposes of this waiver.

According to the ESEA waiver definitions, reward schools are those schools that are either:

- **Highest-performing:** Title I schools with highest absolute performance for the all students subgroup and for all subgroups. A highest performing school must be making AYP for all subgroups in the school and must not have significant achievement gaps.
- **High-progress:** A school among the top ten percent of Title I funded schools that are making the most progress in improving the performance of the all students group in

reading and mathematics combined or a high school making the most progress in improving graduation rates. A high-progress school must not have significant achievement gaps.

To show that the model schools identified by the state meet the federal criteria, Oregon used the following method to identify the highest-performing schools:

- (1) Generate a list that rank orders the Title I schools by the combined percent met in reading and mathematics for the two most recent academic years.
- (2) Remove from the list all schools that did not make AYP for the all students group and for all subgroups.
- (3) Remove from the list all schools that have a significant achievement gap; as described in section 2.E.i, these are the 15 percent of Title I schools with the largest within school gaps between subgroups on the combined reading and math percent met.
- (4) Remove from the list all high schools that received a rating below model in graduation.
- (5) Remove from the list all schools that are not in the top ten percent of all Title I schools in their combined percent met in reading and mathematics.

Oregon has employed the following method to determine a high-progress school:

- (1) Generate an ordered list of Title I schools ranked by the change in the percent of students meeting in reading and math, combined.
- (2) Remove from the list all schools that are not in the top ten percent of Title I schools in the increase in percent met in reading and math, combined.
- (3) Remove from the list all schools with significant achievement gaps; as described in section 2.E.i, these are the 15 percent of Title I schools with the largest within school gaps between subgroups on the combined reading and math percent met.

Based on these methods, the counts of model schools that meet the definition of highest performing or high progress are as follows.

Identification of Model Schools

Category of Model School	Count
Highest Performing	7
High Progress	26
Highest Performing or High Progress	33*
Others	0

*Five schools satisfied both criteria.

Oregon will continue to identify another set of model schools using the same criteria described above annually.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

One of the primary distinctions for model schools will be their qualifications to serve as mentors in their region or across the state, particularly in the areas in which they have demonstrated exemplary practices. Where possible, priority and focus schools will be matched with model schools as part of a Continuous Improvement Network (the Network). In areas of the state that do not have model schools or that are simply geographically isolated, model schools will be offered the opportunity to serve as state-approved resources for priority and focus schools. In the event they are selected as a state-approved resource, model schools will have a way to increase their revenue through contracting to provide support to priority or focus schools. Those resources can, in turn, be used for continued professional development and other investments in excellence at these model schools. The results will be not only increased recognition for the model schools, but also the opportunity to examine their own best practices, build upon them, and expand the culture of professional learning for all educators and staff in those buildings.

In addition to calling upon model schools to contribute to the educators serving as peer mentors across the state, ODE will call upon the leaders and educators at model schools as experts and presenters for professional development opportunities across the state. The state will also reach out to model schools for input on policy decisions. Local school boards will be encouraged to invite these model school leaders and educators to present best practices for district-wide improvements at board meetings and district professional development events. As the OEIB and Legislature adopt strategic and innovative grant initiatives to disseminate and spread best practices in Oregon, districts with one or more model schools will be considered candidates. The Governor's Office will offer special recognition to model schools in the potential forms of a recognition event, a press release, and/or a letter of acknowledgement and award.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Identifying Priority Schools

Oregon's accountability system will identify priority school status using an overall rating system described in section 2.A above. The Elementary and Secondary Education Act (ESEA) Flexibility request requires that the state identify as priority schools a number of schools equal to at least five percent of the number of Title I schools in the state. Priority schools are those schools that are either:

- A served School Improvement Grant (SIG) schools, or
- A Title I school with an overall school rating of priority, as described above.

Together these two categories identified 35 schools in the priority list in 2011-2012. Schools are identified as priority schools for a four year improvement cycle. In 2016, Oregon will identify another set of priority schools using the same criteria described above. Their breakdown by school type is given below:

Priority Schools

Type	Elementary	Middle	High	Total
SIG Schools	5*	1	4*	10
Priority Schools	11*	1	4	16
Total	14	2	19	35

* K-8 schools are reflected in the elementary school count.

According to the ESEA waiver definitions, priority schools are those schools satisfying at least one of the following:

- **SIG:** A Tier I or Tier II school receiving funding under the SIG program
- **Low Graduation Rate:** A Title I-participating or Title I-eligible high school with graduation rate less than 60 percent
- **Low Achievement:** Among the lowest five percent of Title I schools in the state based on the percent met in reading and mathematics, combined, and that is not a High-Progress school, as defined in section 2.C.i.

To show that the priority schools identified by the state met the federal criteria, Oregon applied the above definitions for identification of priority schools, with the result shown below. The same process will be used to determine new priority schools for the next cohort.

Justification of the Priority School List

Types of Priority Schools	Number of Schools
Total number of Title I schools	567
Total number of priority schools required	28
Currently served SIG schools	10
Low graduation rate schools that are not SIG schools	4
Low achievement schools not already identified	9
Total number of schools on the list satisfying at least one of the federal priority school definitions	31
Priority schools on the list due to their school rating, but that do not satisfy any of the federal definitions	3

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Shifting the Culture

Oregon remains committed to moving away from the one size fits all sanctions required under the Elementary and Secondary Education Act (ESEA) and toward a differentiated system that can support districts of all kinds in better meeting the individual needs of students. To be effective, this system of support must tap the intrinsic motivation of students and educators. Oregon cannot rely on a system of sanctions, punishments, and threats to reach the 40/40/20 Goal. As has been noted, "The key to system-wide success is to situate the energy of educators and students as the central driving force. This means aligning the goals of reform and the intrinsic motivation of participants ... policies and strategies must generate the very conditions that make intrinsic motivation flourish." (Fullan, Michael, "Choosing the Wrong Drivers for Full System Reform," April 2011).

Oregon insists on policies and systems that build capacity, enhance the collaborative professionalism of educators, promote the learner as individual, focus on ambitious but attainable outcomes, and change the culture of schools and districts across Oregon. Oregon's framework for support is designed to create systemic change based on the following premises:

1. Oregon's 40/40/20 Goal requires a strong system of continuous improvement for all schools, not just underperforming schools.
2. Accountability and assistance should be delivered through the district, not the school, and aimed at building district capacity to support and guide improvement in all schools.
3. Support and interventions must be developed in response to deeper diagnoses and tailored to the specific needs of the community.

Educators, parents, and stakeholders collaborated on Oregon's initial waiver application and have provided meaningful input into the ongoing flexibility work. Important accountability system changes that were made initially identified to be implemented by the state to ensure that efforts to improve student outcomes included:

- **Focus on support.** Over time, due to reductions in funding, the ODE has been increasingly taxed with its role as a regulatory agency and less able to provide services and supports. In the first survey sent out by ODE and the Governor's Office to garner public input for the development of this application, 91 percent of the 6,072 respondents (teachers, principals, school board members, parents, and community members) indicated it was very important to shift to a focus of support and improvement. The plan described in this application proposes a different role for ODE, one in which the primary focus of the agency is to promote the achievement of outcomes for Oregon students by revamping the existing statewide system of support and accountability for districts. This vision aligns well with the Governor's and Oregon Education Investment Board's (OEIB) shared vision of an integrated, supported, outcomes-focused system of PK-20 education.
- **Ensure that districts, educators and parents have a voice and role in improvement planning and implementation.** Outreach to the field revealed a strong desire for districts, including their leaders, educators and parents, to assist in choosing partners in school improvement efforts. The work of improving schools is demanding, time-consuming, and often deeply personal, so assigning a Leadership Coach or specialist who does not share the district's values and experiences, or who cannot earn their trust

and respect, can compromise improvement efforts. Allowing districts a voice in who advises, leads, and partners with them builds strong relationships, increases trust, and improves results. Districts must have the primary responsibility for developing improvement plans and for implementing those plans. For focus and priority schools, ODE's role will expand to ensure appropriate selection of partners and service providers, and to approve, oversee and monitor implementation of priority and focus schools' Comprehensive Achievement Plans (CAPs) described below.

- Recruit the best educators to assist.** Oregon's current system of school improvement consists of support coaches who work on approximately a .2 FTE basis to deliver leadership coaching to schools in improvement status. Many capable educators, primarily retired from the classroom and administrative positions, have served Oregon over the past ten years and are responsible for many successful improvement efforts. The field has identified a need to add to this mix highly successful practicing educators at all levels. ODE and the Governor will push for removal of local and other barriers and move forward to recruit school appraisal teams and school support teams consisting of the most accomplished and passionate educators from across the entire education community.

Ongoing Evaluation and Recalibration of the System

The initial waiver application process provided Oregon the opportunity to apply the ESEA flexibility principles and integrate the state values described above in development of the state's accountability system. The model is making a difference for many of the schools. A key goal of ODE's strategic plan is, by June 2015, 75 percent of priority and focus schools will have achieved a Level 3 rating or better, having previously received Level 1 or Level 2. As of June 2013, 47% of Oregon priority and focus schools had achieved a Level 3 rating or better on their Oregon School Report Card. As of February 2015, during the third of four years for Oregon's initial approved flexibility waiver, the number of priority and focus schools on track to meet a Level 3 is approximately 59% percent. While system goals are being met for many schools, the flexibility renewal process provides us the opportunity to again evaluate our systems to determine what is working well and where improvements are needed for the schools that continue to face difficulty. We remain committed to improving our system targeting schools failing to meet expected outcomes to ensure that our efforts are:

- Closing Achievement Gaps,
- Attending to opportunity gaps,
- Improving student achievement, and
- Increasing the quality of instruction.

As such, ODE has developed, implemented, and is now expanding a set of systematic strategies to analyze data and revise approaches designed to ensure continuous improvement at both the SEA and LEA level. These systems will be contextualized within sections D through G of this document, but are briefly described in the table below:

Strategy/Routine	Origination and Description
How are Schools	Quarterly routine during which ODE School Improvement Specialists,

Doing Routine (HASD)	in collaboration with Regional Network Coordinators, analyze priority and focus school formative data, by district and region, to identify trends, bright spots, and to discern when supports and interventions are working or need to be adjusted. This routine is now expanding to include all federal programs.
How are we Doing Routine (HAWD)	Quarterly routine in which the ODE school improvement team evaluates progress and next steps for key strategies aligned to the system for differentiated recognition, accountability, and support and the state’s strategic initiatives to determine next steps and course corrections.

The implementation of these strategies has helped define the systems needing refinement and the schools that need increased, more intensive, and/or differentiated supports beyond the standard supports and interventions available through the Network. Examples of expanded supports and interventions based on HASD are described in more detail in section G while standard supports and interventions for priority schools are described below.

School Improvement Grant Cohorts as Priority Schools

Oregon currently has 10 schools receiving School Improvement Grant (SIG) funds (1003g) in Cohorts 2 and 3, along with 10 Cohort 1 former SIG schools. The grant period for Cohort 1 spanned 2010 through 2013. Oregon awarded SIG funds to a second cohort of seven schools with a grant period spanning 2011 through 2014, and awarded a third cohort of three schools with a grant period spanning 2014-2018.

ODE has trained staff at SIG schools in the use of a planning process tool (Indistar, described in section 2G) for completing the CAP. The SIG districts and schools will have access to and be part of the Network, just as the rest of the priority schools as described herein with additional monitoring as described in 2G.

A Cycle of Improvement for Priority Schools

Priority schools complete a guided self-evaluation followed by targeted deeper diagnosis of the specific challenges each faces. The results of these two efforts provide information needed to complete a Comprehensive Achievement Plan (CAP). This diagnosis evaluates programs, practices, and policies in the district and school and the resulting findings provide the guidance needed to target interventions. This section describes an overview of the improvement cycle these diagnostic techniques and the subsequent supports. It also describes the focused interventions that are implemented in priority schools.

One of our core premises is that interventions must be targeted directly to the specific problems of a struggling school. Priority schools will enter a cycle of improvement that contains the following elements:

- Annual self-evaluation, guided by a state-provided Leadership Coach, to screen for areas of challenge.
- Externally-directed deeper diagnosis, within identified challenge areas, to determine the primary causes of these challenges and to identify supports and interventions.

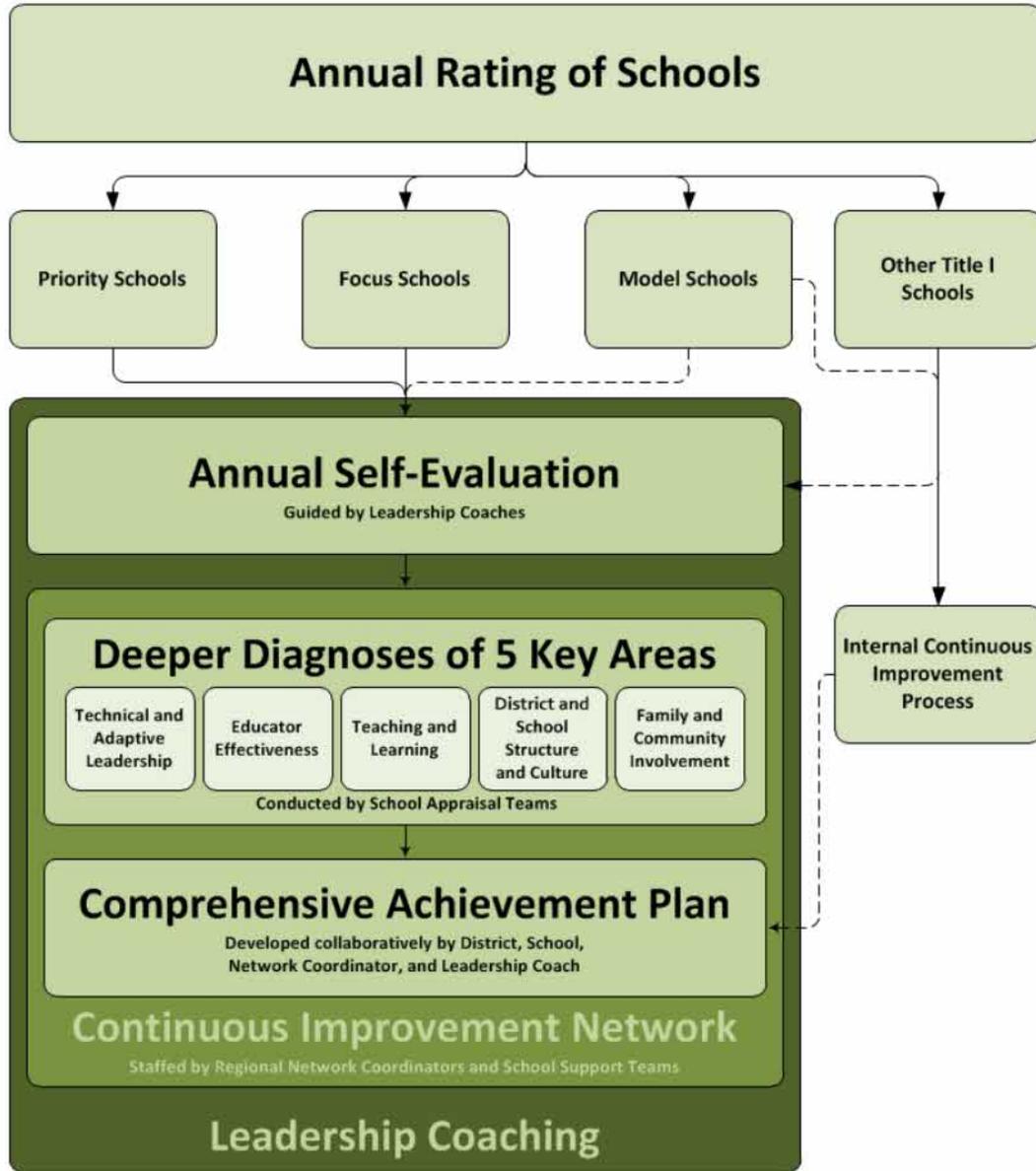
- CAP, developed collaboratively by the district, school, and a team of educators and community members, and approved by ODE, committing to evidence-based interventions and fixed improvement goals.
- The Continuous Improvement Network, the system of support for implementation of interventions addressing the needs of schools and districts, delivering professional development and facilitating coaching sessions.
- Ongoing monitoring, support and, assistance led by ODE through quarterly CAP reviews and the HASD routine.
- Periodic determinations and movement among the tiers of interventions necessary to result in substantial improvements (described below as the intervention level), based on the extent of each school's challenges and the fidelity exhibited in implementing the school's CAP determined through monitoring and HASD decision rules (further explained in section 2.G).

The federal turnaround principles described in the waiver guidance are clearly reflected in Oregon's planned evaluation and diagnosis effort. Oregon firmly believes that real and sustained school and district improvement will only occur through the redesign of school and district systems and supports targeting technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement. Oregon will insist that districts engage in a diagnosis of district and school needs, support each district in developing systems of instruction tailored to the needs of each student, and advance a statewide culture of high expectations for students, educators, parents, and families.

Led by ODE, Regional Network Coordinators, Leadership Coaches, and school appraisal and support teams work cooperatively with district and school leaders, instructional staff, parents, and other key stakeholders to use self-evaluations, deeper diagnoses, and other sources of information to prioritize those conditions requiring the most urgent attention and identify appropriate interventions.

The model that Oregon uses to manage and direct supports and interventions in priority schools is illustrated in the following diagram.

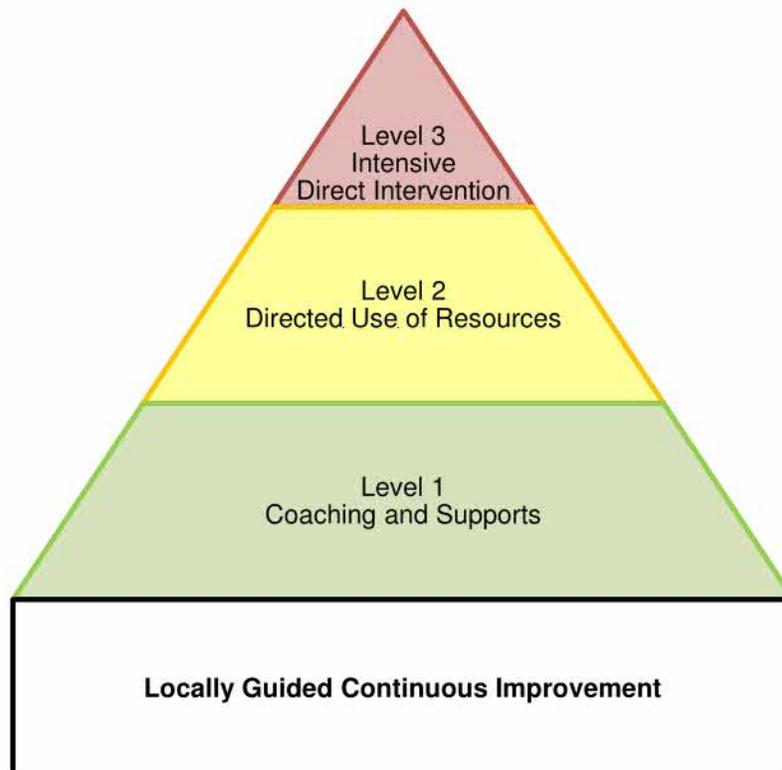
Improvement Supports for Priority Schools



As shown in this diagram, priority schools begin with a self-evaluation guided by a state-appointed Leadership Coach. The results of this self-evaluation will guide deeper diagnoses targeting one or more of the identified key areas of effectiveness. These diagnoses will inform the planning process to produce a district CAP. The Network will support improvement efforts in each school. Each aspect of this cycle is described in section 2.G.

Levels of Intervention

Oregon’s approach to interventions and supports for schools is an extension of our policy of increased flexibility and autonomy for districts and schools meeting the outcomes established by the state, and decreased flexibility, increased support, and progressively more directed intervention for those not meeting state outcomes. As such, Oregon will deliver supports and interventions to schools failing to meet outcomes through a tiered leveled system. Those schools demonstrating a commitment to effective planning and fidelity to the plan will be granted greater latitude in the use of funds and selection of interventions. Placement of schools identified as priority or focus schools will accompany the release of the list of priority and focus schools in August 2016. As shown in the diagram, four levels of supports and interventions will be available. Priority schools, upon initial identification, will be placed in Level or tier 3 to receive intensive direct intervention, as described below. Levels, or tiers 1 and 2 are described in section 2.E, focus schools. Locally Guided Continuous Improvement is described in section 2.F and is intended for all schools not identified as priority or focus. Periodic adjustments to tiers of intervention through systematic monitoring is described in section 2.G.



- Tier 3: Intensive Direct Intervention** – Districts with priority schools must address all of the turnaround principles and be highly accountable to the state and community for addressing the needs of students appropriately and effectively. Tier 3 will initially include all priority schools and all current SIG schools.

Each priority school will be assigned to a Regional Network Coordinator, a role described more fully in section 2.G. Additionally, a state-appointed Leadership Coach, responsible for assisting in planning and monitoring improvement efforts, will be assigned to each school. Following a self-evaluation guided by the Leadership Coach,

the district will engage in a deeper diagnostic process led by a school appraisal team. Practicing educators and others trained to observe, analyze, and report on the programs, practices, and culture of the school and district will staff this team. The school appraisal team will compile a report including current status and required interventions intended to improve school performance on measures of academic achievement.

The report from the school appraisal team will serve as the basis for developing the school's CAP. The self-evaluation and CAP processes are described more completely in section 2.G. Use of funds and selection of interventions will be largely directed by the state. The CAP will provide specifics about implementing and funding of interventions fully addressing the turnaround principles through Oregon's five key areas of effectiveness. Districts with schools at Level 3 will be required to set aside a percentage of the district's total federal Title IA funds allocation for use in conjunction with the school's Title IA allocation and any supplemental improvement funds (including ESEA Title IA section 1003a funds) in support of improvement efforts. Excess funds in this district set aside will be released once the funding requirements for the CAP have been established and met.

The district will work closely with the Leadership Coach and a school support team in supporting the school to implement the CAP. Like school appraisal teams, support teams will consist of practicing educators and other education partners with expertise in the interventions selected for the school. Implementation efforts will be closely monitored both by the support team and by staff from ODE for efficacy and impact and will be adjusted as needed to minimize the duration of the turnaround effort. While the school support team and Regional Network Coordinator will have the ability to direct the district in implementation of the CAP, the primary role of the team will be to support, facilitate innovative solutions and collaborations, and assist the school, staff and students.

Tier 3 represents the maximum level of intervention in the state and will initially apply to all priority schools. Tiers 1 and 2 are described in section 2.E.iii.

Five Key Areas of Effectiveness

Effective schools and districts perform well in each of five key areas, which closely align to the seven turnaround principles. Oregon's definitions of the five key areas, and corresponding turnaround principles, are provided below. Oregon stakeholders considered it important that turnaround principle five (v) – using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data – be woven throughout all of the five key areas. Therefore, this turnaround principle is not listed separately.

Technical and Adaptive Leadership

Effective leaders have the technical skills needed to guide, direct, and motivate educators toward high student achievement -- using data to inform and drive improvement. Afforded the proper authority to make necessary decisions, they adapt their approach depending on context and build a collaborative and supportive environment that empowers others to broaden their skills and become more effective. High expectations are set, while productive and respectful relationships are built and maintained within the organization and with stakeholders. These leaders promote and engage in necessary mentoring, supporting other educators with

continuous and constructive feedback, with the goal of creating a professional learning community that provides adequate time for improvement and implementation of changes to occur.

Turnaround principle (i) – providing strong leadership by: 1) reviewing the performance of the current principal; 2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency (SEA) that the current principal has a track record in improving achievement and the ability to lead the turnaround effort; and 3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

Educator Effectiveness

Effective educators exhibit five interconnected qualities. First, in their interactions with students, effective educators inspire students to become lifelong learners. They are culturally competent and create a caring environment where connections to family and community are evident. Next, it is imperative that educators manage the classroom in such a way as to prepare the learning environment and curriculum so students feel safe and respected, and are engaged and motivated to achieve. Third, with regard to style of instruction, effective educators have extensive knowledge of the content. They deliver that content through teaching methods that approach the curriculum with fidelity and make connections to other content areas. The content is enhanced with aspects of critical thinking and problem-solving that challenges students to reach beyond their personal expectations. Fourth, effective educators use multiple assessment measures reflecting student achievement of intended outcomes to evaluate the effectiveness of instruction and make appropriate adjustments. Last, effective educators focus on continuous improvement of practice. They reflect and collaborate with the leadership and with peers on strengths and weaknesses and use these data to make improvements as a result.

Turnaround principle (ii) – ensuring that teachers are effective and able to improve instruction by: 1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) preventing ineffective teachers from transferring to these schools; and 3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Teaching and Learning

Effective teaching and learning is an interdependent compact between students, teachers, and academic content. Teachers guide and support students as they learn and apply content that is rigorous, relevant, aligned to standards, and differentiated to meet the needs of diverse learners as data are gathered and analyzed. Multiple assessment measures provide needed data in support of learning. The content includes the concepts, reasoning processes, skills, and procedures that students are expected to learn and apply. A high quality instructional program is one that cohesively spans pre-kindergarten through transition to college, is aligned to college and career ready standards, contains developmentally appropriate rigor, and consists of evidence-based elements.

Turnaround principle (iv) – strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with

state academic content standards.

District and School Structure and Culture

For district and school structure and culture to be effective, a sustainable plan for school access and student opportunity is needed. Long-term goals for improvement are created. Periodic perception checks with students and staff, as well as the gathering of other data on overall school climate, are used to evaluate progress on goals and make adjustments as necessary. Scheduling is flexible and responsive to students' needs with expanded learning options throughout the year. The curriculum is academically rigorous, with high expectations of achievement for all. A respectful environment provides safety for those who work and learn there. When needed, student discipline is reinforced with support for positive behavior. Non-academic factors such as social, emotional, and health needs are addressed to the extent possible. Cultural awareness and an understanding of diversity among students, staff, and community is an integral part of the shared vision at both district and school levels.

Turnaround principle (iii) – redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.

Turnaround principle (vi) – establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Family and Community Involvement

Successful family involvement efforts bring families and educators together in a collaborative relationship supporting student achievement. Engagement is linked to learning, addresses community and cultural differences, supports student-family-teacher communication and developing a system of sharing power and decision-making. In addition, successful family involvement efforts address equity by ensuring that the school community is accessible and engaging for all parents and students throughout the student's educational career. Districts ensure family engagement is infused in data collection, planning, and decision-making processes. Community partners working collaboratively with districts, schools, and families provide needed external supports that build relationships and capacities that enhance student academic achievement.

Turnaround principle (vii) – providing ongoing mechanisms for family and community engagement.

Proposed Interventions for Priority Schools

Technical and Adaptive Leadership

Aggressive interventions will be required at priority schools in order to meet improvement targets. Districts will review current policies and will revise these as necessary to afford the leaders of priority schools needed flexibility over staffing, schedules, curriculum, and other areas and reduce institutional barriers to reform efforts.

Districts will review the performance of the current leadership staff in priority schools following

the guidelines of the state administrator evaluation system (described in Principle 3), supplemented with criteria specifically related to the needs of the students and staff at the priority school. Principals who have not demonstrated an ability to make improvements in the targeted areas for the priority school will be replaced with a principal better suited to the school's needs.

Districts retaining principals or hiring replacement principals will demonstrate via the district's administrator evaluation system that principals in priority schools demonstrate the capacities necessary to lead the needed interventions. Following placement of principals at priority schools, additional supports including forming a leadership team with principal(s) and teachers to bring in multiple strengths, providing the principal with a mentor/coach, and/or ensuring the principal has access to and participates in professional growth opportunities aimed at leadership in areas targeted for school improvement. Districts will ensure access to data at the district, school, classroom, and individual student levels for priority schools to accurately identify their needs, set goals, and monitor overall program performance and student achievement.

Priority schools identified because of low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Districts will select leaders who have a proven record of improving graduation rates and reducing dropouts at other schools with similar student demographics. Districts will support school leaders making organizational and structural changes designed to reengage students at-risk for dropping out or not completing school on time. Interventions may include efforts to allow for greater personalization for students such as the establishment of smaller learning communities, homerooms, or Ninth Grade Academies within the school. Leaders of schools with poor graduation rates will receive training and support in the use of data from early warning systems to design realistic and targeted plans to minimize risk factors. Interventions will address root causes such as conflicts between students' school engagement and issues with family and work. The deeper diagnostic process described earlier will lead schools and districts in identifying appropriate interventions.

Educator Effectiveness

High performing schools tend to attract the most effective teachers while low performing schools tend to have a larger number of teachers who are assigned to areas outside their certification, are new to the profession, or are otherwise ineffective in the classroom. Effectiveness is determined by each district's teacher evaluation system aligned to the Oregon model core teaching standards (InTASC standards outlined in Principle 3). Priority schools may be selected to engage in the pilot process of developing and aligning local teacher effectiveness systems to the state's guidelines and framework.

Priority schools will receive support from their districts and from the Network to recruit, hire, place, and retain the most effective teachers in these schools given their challenges. Each district will develop incentives to ensure the most effective teachers are working with students within these high need schools. Districts will develop policies that prevent ineffective teachers (as determined through evaluations) from seeking or receiving reassignment to priority schools. Districts will also be required to evaluate the effectiveness of all staff including multiple observations annually and retain only those teachers who are effective and demonstrate inclination and success in implementing selected interventions. Districts should structure collective bargaining agreements as needed to gain this flexibility for their priority schools.

Individual teacher evaluations and a variety of data on school, staff, and student needs must inform the professional development plans of each priority school. Priority schools will structure their schedules to provide ample time to engage teachers in intensive professional learning, peer and team collaboration, continuous self-reflection, and ongoing study of research and evidence-based practice in their content areas. These changes to the schedule of the school day, week, or year will provide teachers with additional professional improvement opportunities and additional time for collaboration, while increasing student instructional time.

Teachers in schools with low graduation rates and/or high dropout rates must be prepared to address the unique risk factors of their student populations. Teachers assigned to these schools must be the most highly qualified and effective teachers available. Teachers need to have demonstrated success with providing rigorous, relevant, effective, and differentiated instruction to meet the needs of all of their students, particularly those at risk.

Teaching and Learning

The alignment of curriculum, instruction, and standards is key to maximizing student academic achievement. Measurement of this alignment is the first step in ensuring effective teaching. In schools where either the self-evaluation or deeper diagnosis indicates that this alignment is a concern, the Surveys of Enacted Curriculum or a similar tool will be used to measure and to establish a baseline on any identified misalignment.

In the case where misalignment of curriculum, instruction, and standards is found, district and school staff will engage in comprehensive alignment effort. This alignment will be accompanied by a review and possible redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students with disabilities, English language learners (ELLs), and students who are academically advanced) will be met through future curricular offerings.

Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support effective pedagogy, or implementation of instructional model, such as Dual Language or Primarily Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Tutoring of students outside the school day targeting areas of needed improvement may also be warranted and would be mandated as needed. The required redesigned or extended school day, week, or year will require a concomitant reevaluation of curriculum offerings and the use of classroom time in instructional delivery.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Priority schools will put into place policies and practices that will provide needed supports so that students stay on track to graduate, including opportunities for extended learning time in ways that match student schedules and providing appropriately leveled and relevant learning tasks designed to maximize student engagement.

A balance between relevance and rigor is essential to students staying in school. These schools must improve their systems for benchmarking, progress monitoring, and tiered interventions so that teachers are able to provide immediate supports to students prior to course failure. Schools will also institute programs to communicate and instill high expectations and a commitment to graduation, to ease transition into high school, and to support movement from high school to

post high school college and career paths.

District and School Structure and Culture

A culture of shared responsibility with a commitment to maximizing achievement and supportive, effective structures within districts and schools form the basis on which teaching and learning can thrive. Interventions in priority schools will address school safety, discipline, and other non-academic factors. These may include implementing Positive Behavioral Interventions and Supports (PBIS) or a similar system designed to minimize negative student behaviors. Schools and districts will examine discipline policies and their application, along with patterns of suspensions and expulsions, with particular attention to subgroups and at risk students.

Deeper diagnoses may also identify a need to shift resources to provide additional counseling or wraparound services, hire school resource officers and/or parent liaisons, and ensure buildings are safe and accessible. Reviews of school practices and issues may also identify a need to implement interventions include targeting problem areas such as schoolwide anti-bullying/harassment or conflict resolution.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Interventions targeting attendance and behavior monitors, tutoring, and counseling may be indicated by the deeper diagnoses.

Priority schools will be required to examine and redesign their daily, weekly, and/or yearly schedules to increase student learning time in core subjects, focusing on an increase in the subjects of greatest student need. They may also need to expand learning options for students with the goal of increasing student engagement. School staff will be afforded additional time to collaborate to align curriculum and activities in core and non-core subject areas.

Family and Community Involvement

Schools and districts will assess policies and practices to ensure relationships with families lead to true collaboration around student achievement. Interventions will be focused on building relationships; using afterschool and summer programs; linking engagement strategies to learning; addressing community and cultural differences; supporting student, family and teacher communication; and developing a system of shared power and decision-making. Districts will benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities as these connections are cultivated as part of the school support team's efforts. Oregon's Family Involvement Matters, a district-wide program for engaging families in school level planning for instruction, scheduling, and similar efforts may prove useful in these schools. Other interventions that may prove beneficial include offering parenting education classes in academic skills and English language.

Services to Students Attending Priority Schools

ESEA has required that schools identified for improvement status provide options of transfer to a school not in improvement status, referred to as school choice, and tutoring outside the school day by contracted service providers, referred to as supplemental educational services (SES), for students attending these schools. These services were conceived as supports to students

attending identified schools supplementing or changing the students’ program while school staff work to improve the program within the school to better address the needs of future students.

With this waiver, Oregon will end the requirement of SES/school choice as implemented under ESEA. While offering school choice may be part of a district’s CAP for priority or focus schools, that decision will be made after conducting a deeper diagnosis and determining the full range of interventions necessary to meet the needs of students in the school. After-school tutoring, after-school enrichment, in-school support, and extended learning time will be among the supports that a priority school will consider in place of the current SES.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Oregon continues to have a sense of urgency with the need to move quickly to set a course for improvement in all of Oregon’s priority schools – the future of the children and families served by these schools, and of our state, depend upon it. However, that urgency must be balanced by the reality of what is necessary to create real and lasting change. Data well beyond standardized test scores must be collected to identify interventions appropriate to local conditions, as well as which are succeeding. Students, parents, educators and communities must be engaged. District leadership and local boards must be open to examining issues beyond the walls of any one building and committed to carrying out broad plans for improvement. The timeline below reflects the balance of these important interests.

Timeline for Priority School Improvement

School Improvement Grant (SIG) School Interventions	
<p>Oregon’s SIG Cohort 3 and 4 schools will participate in all activities listed in the timeline below for priority schools. In addition,</p> <ul style="list-style-type: none"> • Each winter, ODE will conduct annual SIG desk monitoring. • Each spring, ODE will conduct SIG school and district monitoring and technical assistance visits. • Annually, ODE will review progression toward SIG goals and approval of the following year’s plan and budget. <p>By the summer of 2018, Cohort 3 will have implemented three years of SIG requirements and completed a year of sustainability, at which time a determination regarding exit and next steps will be made. Cohort 4 will follow the same timeline as the next state cohort of schools in improvement completing their sustainability year in the summer of 2020.</p>	
Rate Schools	
August 2016	ODE will publish a preliminary list of priority, focus and model schools.

September 2016	ODE will publish a final list of priority, focus and model schools.
Conduct Workshop for Identified Schools	
August and September 2016	Priority and focus schools will participate in a workshop where district/school teams will learn about the elements of the Continuous Improvement Network (the Network) and their requirements.
August and September 2016	ODE will award grants to districts.
Place Regional Network Coordinators and Leadership Coaches	
By September 2016	Regional Network Coordinators will be hired and assigned to districts within their geographic regions to provide technical assistance to districts and schools and to assist in coordination of Leadership Coaches, school appraisal teams and school support teams.
By September 2016	Leadership Coaches will be hired and placed in priority schools to mentor the school leadership.
Implement Self-Evaluations	
During fall 2016	ODE will engage Regional Network Coordinators and Leadership Coaches to assist in the process of completing self-evaluations.
Engage in Deeper Diagnoses	
By November 2016	The school appraisal teams will conduct deeper diagnostics reviews in priority schools.
By December 2016	ODE will conduct school appraisal exit conferences with each district and school to present the results of the review and discuss interventions and next steps.
Develop Comprehensive Achievement Plans (CAP)	
By January 2017	Districts must submit CAPs to ODE for approval. Regional Network Coordinators and Leadership Coaches will support each district with a priority school in developing a CAP. The CAP will be developed in partnership with district leadership, school leadership and staff, parents and community stakeholders.
Implement CAPs – Year 1 of 4	
During spring 2017	Districts will begin implementing improvement plans.

Revise CAPs	
By June 2017	Districts must submit revised CAPs to ODE for approval. Regional Network Coordinators and Leadership Coaches will support each district with a priority school in developing a CAP. The CAP will be revised in partnership with district leadership, school leadership and staff, parents and community stakeholders.
By July 2017	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Continue Implementation of CAPs – Year 2 of 4	
During 2017-18 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2017-18 school year	ODE will monitor CAP implementation to coincide with the quarterly HASD routines.
Revise CAPs	
By June 2018	Districts must submit revised CAPs to ODE for approval.
By July 2018	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Adjust Tiers of Intervention	
During summer 2018	Districts will receive Oregon Report Cards for 2017-18. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among tiers of intervention.
During summer and early fall 2018	ODE will require those districts with schools recommended for a level adjustment to tier 3 to submit a revised CAP.
Continue Implementation of CAPs – Year 3 of 4	
During 2018-19 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2018-19 school year	ODE will monitor CAP implementation to coincide with each quarterly HASD routine.
Revise CAPs	
By June 2019	Districts must submit revised CAPs to ODE for approval.

By July 2019	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Adjust Tiers of Intervention	
During summer 2019	Districts will receive Oregon Report Cards for 2018-2019. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among tiers of intervention.
During summer and early fall 2019	ODE will require those districts with schools recommended for a level adjustment to tier 3 to submit a revised CAP.
Continue Implementation of CAPs – Year 4 of 4	
During 2019-20 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2019-2020 school year	ODE will monitor CAP implementation to coincide with each quarterly HASD routine.
Adjust Tiers of Intervention or Exit Schools	
During summer 2020	Districts will receive Oregon Report Cards for 2019-20. Based on achievement data and monitoring of implementation, ODE will identify any priority and focus schools that have met the criteria for exit or level adjustment. Please refer to section 2.G for schools failing to meet exit criteria.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Change of the type needed in priority schools requires intensive interventions maintained over several years. Given this, interventions with these schools will continue through 2020 to facilitate successful and sustained implementation. ODE will then evaluate the progress of the school. This evaluation will involve both objective data describing academic achievement and growth and observational evaluations of the fidelity and commitment of school staff in implementing interventions. The criteria for exiting from priority school status are

Exit Criteria for Priority Elementary and Middle Schools

Category	Criteria
Improvement	A school will exit status when the school earns at least 47% of the total available points as detailed on the Oregon School Report Card; <i>and</i>

Sustained Improvement Plan	Submits a written, detailed account of sustained improvement with data outlining the improved achievement and growth for all subgroups to be reviewed and approved by a panel of educational experts.
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Exit Criteria for Priority High Schools

Category	Criteria
Improvement	A school will exit status when the school earns at least 47% of the total available points as detailed on the Oregon School Report Card; <i>and</i>
Improvement in Graduation	Has a graduation rate of at least 60%. <i>and</i>
Sustained Improvement Plan	Submits a written, detailed account of sustained improvement with data outlining the improved achievement and growth for all subgroups to be reviewed and approved by a panel of educational experts.

In instances where a school demonstrates adequate improvement in proficiency and subgroup growth, but fails to earn the requisite 47% of the total available points as detailed on the Oregon School Report Card, the LEA can petition the school's status specifically addressing the area of deficiency and the planned supports to be provided by the LEA to the designated school to ensure sustained improvement, so long as the school would not be re-identified as a priority or focus school for the 2016-2020 cohort. LEA's, on behalf of the school, will describe the sustained improvements, will include detailed monitoring and support plans and protocols, and will discuss the predictability of the improvement efforts as indicators of future success. Petitions will be reviewed and evaluated by a panel of educational professionals.

In summary, newly identified priority schools will receive deeper diagnostics and engage in planning, followed by initial implementation during their initial year of identification. They will continue to implement interventions over the next three years during which time ODE will systematically monitor and respond to schools and districts failing to make progress for a total of four years in priority school status. ODE will not exit any schools in priority status before summer of 2020. SIG schools that fulfill requirements and exit criteria at the end of the grant period may be eligible to exit prior to 2020.

Schools and districts failing to meet expected outcomes by the summer of 2020 will face accountability measures as described in section 2G.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Identifying Focus Schools

Oregon will identify focus school status through the use of an overall rating system, as described in section 2.A. Currently, Oregon is serving 60 focus schools.

According to the Elementary and Secondary Education Act (ESEA) Flexibility definitions, focus schools are those schools that have either:

- **Within-School Gap:** Title I schools with the largest within school achievement or graduation gaps, or
- **Low Achieving Subgroup:** Title I schools with a subgroup or subgroups with low achievement in reading and mathematics, combined, or a subgroup with low graduation.

States must also include all Title I high schools with graduation rates under 60 percent that were not already identified as priority schools.

Within-school achievement gaps are evaluated by first calculating the combined percent met in reading and mathematics for the two most recent academic years, combined. Schools are then rank ordered by the gap between their highest performing ESEA subgroup and their lowest performing ESEA subgroup. To align with the requirement that states identify the 15 percent of Title I schools as either focus or priority, the state defined a large achievement gap as follows:

- **Within-School Gap:** A school that was among the 15 percent of Title I schools with the largest within-school achievement gaps, based on percent met on reading and mathematics, combined, or a school that was among the 15 percent of Title I high schools with the largest within-school four-year graduation rate gap.

The cutoff for large within-school achievement gap was a 39 percent gap in percent met between the highest and lowest performing subgroups in the school. The cutoff for large within-school graduation gap was a 30 percent gap between the subgroups with the highest and lowest four-year cohort graduation rates. The subgroups included in this calculation include all subgroups in school annual measurable objective (AMO) calculations. To examine low achieving subgroups, Oregon has applied the achievement and graduation ratings cutoffs to each of the following subgroups:

- Economically Disadvantaged

- Limited English Proficient
- Students with Disabilities
- American Indian/Alaska Native
- Black/African American
- Hispanic
- Combined Minority Subgroups (to identify small schools).

These are the adequate yearly progress (AYP) subgroups that have an historic achievement gap in the state for either achievement or graduation rates. All subgroups that met minimum n-sizes were rated according to the cutoffs for achievement. If a school had one or more subgroups that rated as priority in both reading and mathematics the school qualifies as a school with a low achieving subgroup. In particular, the state has adopted the following definition:

- **Low Achieving Subgroup:** Using the cut points in the state rating system, a school with one or more subgroups that would rate as priority in achievement in both reading and mathematics, or a high school with a subgroup that the graduation rate would be rated as priority.

The ESEA Flexibility request requires that the state identify as focus schools a number of schools equal to at least ten percent of the number of Title I funded schools in the state. In 2010-11 there were 598 Title I funded schools in Oregon. Oregon's methodology for identifying focus schools complies with the federal guidelines for identification of focus schools.

Justification of the Focus School List

Types of Focus Schools	Number of Schools
Total number of Title I schools	567
Total number of focus schools required to be identified	57
Title I-participating high schools with low graduation rates that are not identified as priority schools	3
Large within-schools gap in achievement or graduation, not already identified	18
Low subgroup achievement or graduation, not already identified	42
Number of schools satisfying the federal definition	63
Schools that the rating system identifies as focus, but that do not satisfy the federal definitions	9

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will

be required to implement to improve the performance of students who are the furthest behind.

A Cycle of Improvement for Focus Schools

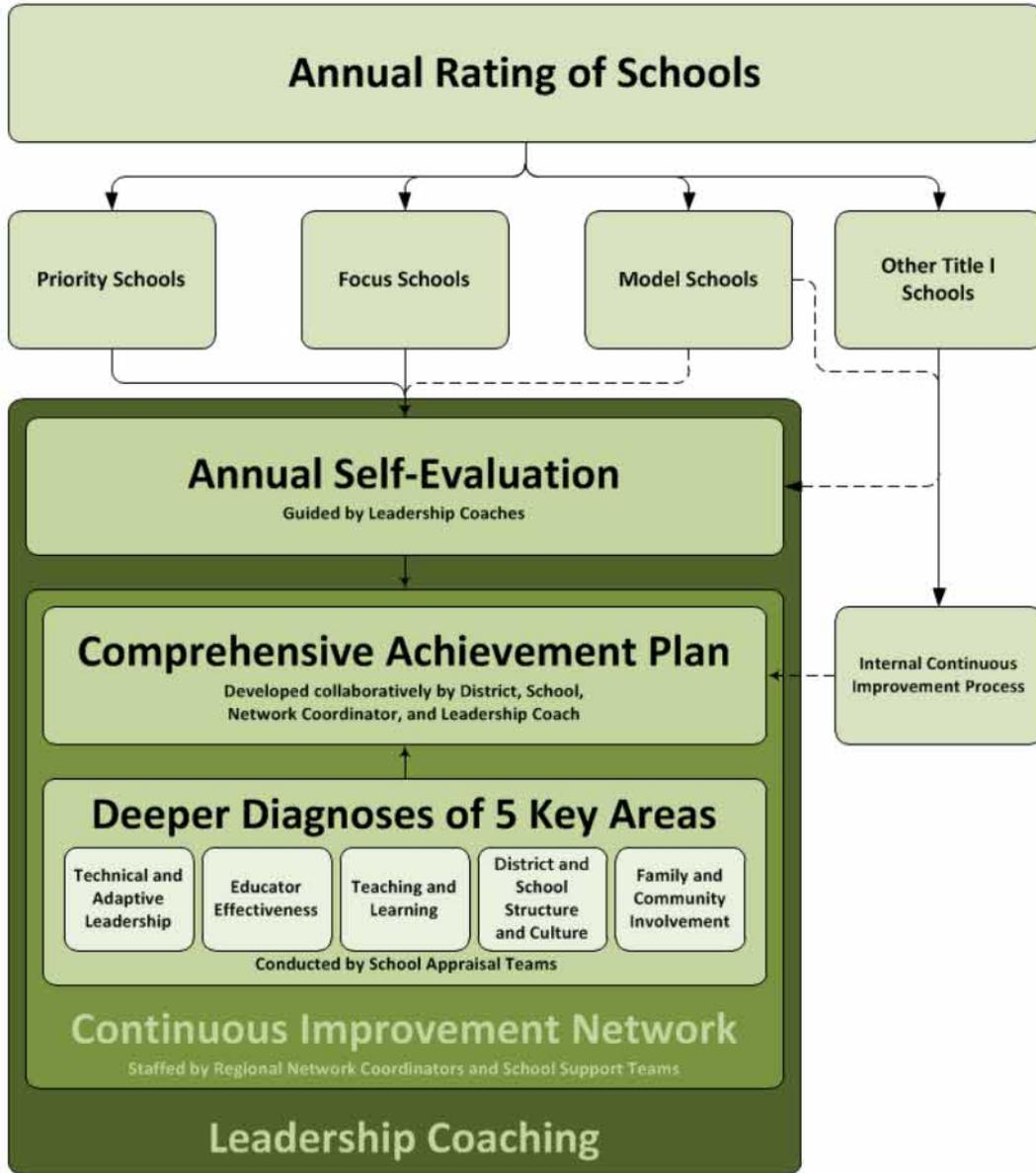
The core premise for Oregon's improvement effort is that interventions must be targeted directly to the specific problems of a struggling school. Like priority schools but with some differences, focus schools will enter a cycle of improvement that contains the following elements:

- Annual self-evaluation, guided by a state-appointed Leadership Coach, to identify areas of challenge.
- Deeper diagnosis, within identified challenge areas, to determine the primary causes of these challenges and to identify supports and interventions.
- Comprehensive Achievement Plan (CAP), developed collaboratively by the district, school, and a team of educators and community members, and approved by ODE, committing to evidence-based interventions and fixed improvement goals.
- Continuous Improvement Network, the system of support for implementation of interventions addressing the needs of schools and districts, delivering professional development and facilitating coaching sessions.
- Ongoing monitoring, support, and assistance through quarterly CAP reviews and the HASD routine.
- Periodic determinations and movement among the tiers of interventions necessary to result in substantial improvements (described below as the intervention level), based on the extent of each school's challenges and the fidelity exhibited in implementing the school's CAP.

Level 1 and 2 Supports and Interventions

The model that Oregon will use to manage and direct supports and interventions in focus schools is illustrated in the following diagram.

Improvement Supports for Focus Schools

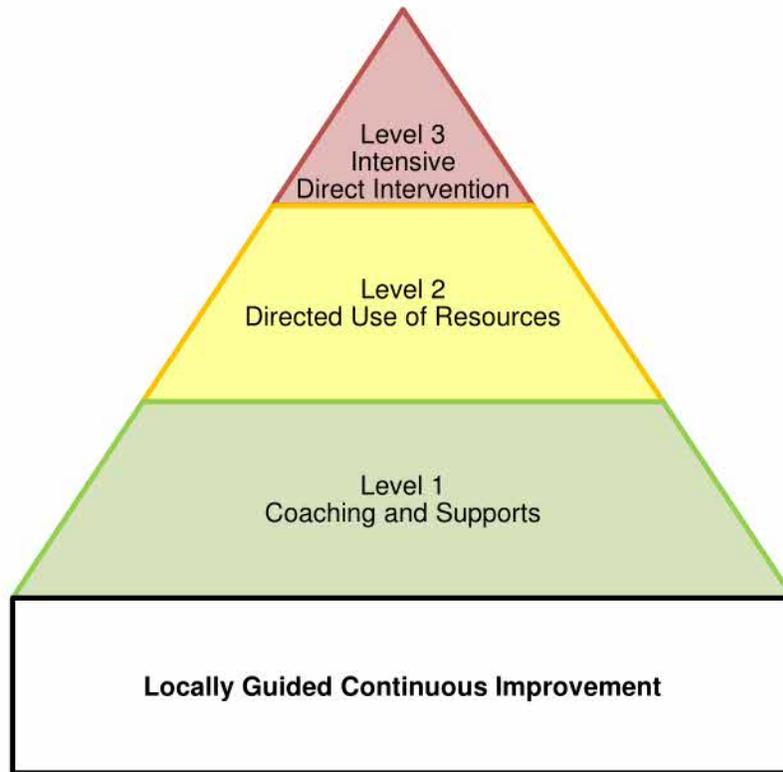


As shown in this diagram, during September 2016, focus schools will complete a self-evaluation guided by a state-appointed Leadership Coach. The results of this self-evaluation will direct the development of a CAP.

Tiers of Intervention

Within Oregon’s tiered system of interventions, focus schools will initially be placed in either tier 1 or tier 2, Collaborative Supports and Resources. Focus school progress will be

periodically reviewed and as a result schools may be reassigned to tiers 1 or 3 as explained in section 2.G.



- **Tier 2: Directed Use of Resources** – As with tier 3 (described in section 2.D.iii), districts with schools placed at tier 2 will engage in a deeper diagnostic process.

The CAP will be developed using the result of the guided self-evaluation and with some autonomy around the implementation of interventions but with restrictions on the use of federal funds available to the school. Districts will be supported by ODE, the Regional Network Coordinator, and their Leadership Coach to create clear plans for selecting and using outside resources, such as mentors/coaches from comparable districts or schools with a record of success in the particular area of improvement or from other educational partners.

Districts will also be required to set aside a percentage of the district's total federal Title IA funds allocation for use in conjunction with the school's Title I allocation and any supplemental school improvement monies provided under section 1003a of the Elementary and Secondary Education Act (ESEA) Title IA to ensure identified schools receive needed supports. As with districts with priority schools, districts with focus schools will have any excess funds released once the CAP, including estimated costs of necessary supports, is complete and approved by the state.

- **Tier 1: Coaching and Support** – Districts with schools served at tier1 will engage in a self-evaluation process guided by a state-appointed Leadership Coach. A school level

CAP will be developed with some degree of autonomy around the implementation of interventions targeting areas identified in the self-evaluation. Participating in the Network will provide the necessary continuous and systematic access to supports. To support and motivate change, districts will include a plan for selecting and using outside resources, such as mentors/coaches from comparable districts or schools with a record of success in the particular area of improvement or from other educational partners as necessary.

Districts with schools at tier1 will set aside a percentage of the total allocation for all schools at this level. These monies will be used in conjunction with schools' regular Title I allocation to support needed interventions included in the CAP. As with districts serving tier2 and 3 schools, funds in this set aside will be released for other uses once the needs identified in the CAP have been projected and approved.

ODE will make the initial placement into the tiers of intervention at the beginning of the 2016-17 school year and will announce these placements as a part of the list identifying focus and priority schools.

To ensure improvement efforts are lasting, decisions to exit schools from priority or focus status will be made no earlier than summer 2020.

Proposed Interventions for Focus Schools

Focus schools will not be required to address all of the five key areas of effectiveness and/or all of the seven turn around principles. The interventions within focus schools will be targeted only at those areas in which each school is experiencing the most significant challenges, including closing the achievement gap between those subgroups that are the lowest performing compared to the all students group.

For 2016-17, interventions will be decided on from the district and school completing the self-evaluation and having guidance and assistance from the Network, with approval from ODE. Early implementation of initial interventions will begin during the first year of identification with full implementation of interventions by the second year of identification.

Technical and Adaptive Leadership

Interventions intended for rapid turnaround of focus schools will be needed to meet improvement targets and to close the achievement gap between the all students group and subgroup populations. Districts will review current policies and will revise these as necessary to afford the leaders of focus schools needed flexibility over staffing, schedules, curriculum, and other areas and reduce institutional barriers to reform efforts.

Focus schools are identified because of low performing subgroup populations and need to implement specific interventions based on student needs. Leaders of these schools should be familiar with the research and best practices literature on reducing achievement gaps and be strong advocates for students of color, students with disabilities, English language learners (ELLs), migrant students, and students from low-income families. Principals who have not demonstrated an ability to make improvements in the targeted areas for the focus school will be supported by a school support team, a team of individuals chosen because of their expertise in these areas. Districts should support leaders as they articulate and implement a

shared vision of responsibility and success for all students and target school improvement efforts toward the needs of their subgroup populations. Districts may need to support school leaders in examining data on over identification of minorities in special education or excessive involvement of minorities in discipline efforts. Such reviews can be quite revealing and are critical to developing a thorough understanding of the causes and solutions for subgroup underachievement problems.

Interventions in this area will rely heavily on a leadership team composed of principal(s), teachers, and the broader community to bring in multiple strengths and/or ensure the school leadership has access to and participates in professional growth opportunities aimed at areas targeted for school improvement. Districts will ensure access to data at the district, school, classroom, and individual student levels for focus schools to accurately identify their needs, set goals, and monitor overall program performance and student achievement.

Educator Effectiveness

To ensure that focus schools are able to address the particular issues and circumstances contributing to lower outcomes for subgroups or a particular subgroup, the schools will receive support from their districts and from the Network to develop programs, practices, structures and relationships that have proven effective at greatly improving outcomes for students in poverty and students from historically underserved racial and ethnic groups. Focus schools and their districts must be supported in recruiting, hiring, and retaining the most effective teachers in these buildings, as well as in developing and maintaining a culture of high expectations, support, and ultimately success for all students across the school community. This will require dedicated leadership and effective professional development.

As with priority schools, districts with focus schools will receive support to develop systems of educator evaluation and effectiveness that are aligned to the state framework. These districts will be guided in developing policies that incent effective teachers to teach in focus schools and prevent ineffective teachers (as determined through evaluations) from seeking or receiving reassignment to focus schools.

Further, the information garnered from teacher evaluations will provide a solid basis for development and implementation of professional development strands addressing cultural competence and accommodation to the needs of all students, with particular attention to students in low performing subgroups within focus schools. Focus schools will work to structure their schedules to provide ample time to engage teachers in intensive professional learning, peer and team collaboration, continuous self-reflection, and ongoing study of research and evidence-based practice in their content areas. These changes to the schedule of the school day, week, or year will provide teachers with professional development opportunities without threatening instructional time and will provide additional time for collaboration.

In schools where achievement gaps are evident among various ethnic groups, an evaluation of the cultural competence of school staff will be conducted and training provided in this area as needed. Additionally, teachers will engage in professional development activities targeting issues related to achievement gaps.

For schools with ELLs who are academically achieving at rates disparate from their peers,

school leaders will ensure that teachers incorporate tools of language development into planning and instruction, including strategies for making content accessible and for evaluating and supporting ELL development of English proficiency. Schools will review their service delivery model for ELLs and students with special needs to ensure that students have access to rigorous core instruction aligned to the Common Core State Standards (CCSS) to enable them to meet high academic standards while also addressing their specific linguistic needs and other needs as indicated in their individual education plan programs (IEPs).

Teaching and Learning

The required redesigned or extended school day, week, or year will require reevaluation of curricular offerings and the use of classroom time in instructional delivery. This will also contribute to student success in addressing achievement testing.

The alignment of curriculum, instruction, and standards is key to maximizing student academic achievement. Measurement of this alignment is the first step ensuring effective teaching. In schools where either the self-evaluation or deeper diagnosis indicates that this alignment is a concern, the Surveys of Enacted Curriculum or a similar tool will be used to measure and to establish a baseline on any identified misalignment.

In the case where misalignment of curriculum, instruction, and standards is found, district or school staff will engage in comprehensive alignment efforts. This alignment will be accompanied by a review and possible redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students with disabilities, ELLs, and students who are academically advanced) will be met through planned curricular offerings.

Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support effective pedagogy, or implementation of instructional models, such as Dual Language or Primary Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Tutoring of students outside the school day targeting areas of needed improvement may also be warranted and would be mandated as needed.

Within this redesign and staff development effort, issues of opportunity to learn must be considered and addressed as needed. Access to and enrollment in courses leading to a diploma and supporting success on measures of academic achievement must be available to all students. Barriers to enrollment inherent in scheduling or course selection must be eliminated so that students in identified subgroups have clear opportunities in instructional access. Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Focus schools will put into place policies and practices that will provide needed supports so that students stay on track to graduate, including opportunities for extended learning time in ways that match student schedules and providing appropriately leveled and relevant learning tasks designed to maximize student engagement. Similarly, cultural differentials that may be contributing to low graduation rates must be addressed and overcome if students in identified subgroups are to reach high levels of participation, attendance, and ultimately graduation.

A balance between relevance and rigor is essential to students staying in school. These

schools must improve their systems for benchmarking, progress monitoring, and tiered interventions so that teachers are able to provide immediate supports to students prior to course failure. Schools will also institute programs to communicate and instill high expectations and a commitment to graduation, to ease transition into high school, and to support movement from high school to post high school college and career paths.

District and School Structure and Culture

A culture of shared responsibility with a commitment to maximizing achievement and supportive, effective structures within districts and schools form the basis on which teaching and learning can thrive. Interventions in focus schools will address issues of cultural differentiation, inclusivity, school safety, discipline, and other non-academic factors. These may include implementing Positive Behavioral Interventions and Supports (PBIS) or a similar system designed to minimize negative student behaviors. Schools and districts will examine discipline policies and their application, along with patterns of suspensions and expulsions, with particular attention to subgroups and at risk students.

Deeper diagnoses may also identify a need to shift resources to provide additional counseling or wraparound services, hire school resource officers and/or parent liaisons, and ensure buildings are safe, accessible, and welcoming of all students. Reviews of school practices and issues may also identify a need to implement interventions including targeting problem areas such as schoolwide gang abatement, anti-bullying/harassment, or conflict resolution.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Interventions targeting attendance and behavior monitors, tutoring, and counseling may be indicated by the deeper diagnoses.

In focus schools, a review of restrictions to curriculum access will be conducted by school or district staff. These restrictions may include scheduling advanced courses opposite required instruction for ELLs or students with disabilities. Alternatively, prerequisite courses or admissions requirements may restrict access to particular course offerings by students in identified subgroups. In schools where these challenges are identified, scheduling and policy changes will be instituted.

A review of discipline policies and their application across student groups will be included in the deeper diagnosis. It is not uncommon for students in identified subgroups to be disproportionately engaged in discipline systems and more likely to face suspensions or expulsions than their fellow students. Discipline data and associated policies will be evaluated to determine if there are needed interventions to ensure that discipline practices are fairly and appropriately applied and will contribute positively to student achievement outcomes.

Evidence shows that poverty is a primary indicator of a student's ability to achieve educational success. If a student is hungry, homeless, unhealthy, abused, or mentally ill, his or her ability to learn is greatly impacted, and often the solution lies in providing wraparound services and support for whole families through the PK-20 education system. Districts with focus schools will be encouraged to examine and support those programs that bring social-service agencies, schools, child care and health organizations together to support children and families in the common goal of getting students to learn. Public and private partnerships must be created to focus community resources and commitment on evidence-based practices

that make the most impact on child and youth outcomes.

Family and Community Involvement

Schools and districts will assess policies and practices to ensure relationships with families lead to true collaboration around student achievement. Interventions will be focused on building relationships; using afterschool and summer programs; linking engagement strategies to learning; addressing community and cultural differences; supporting student, family, and teacher communication; and developing a system of shared power and decision-making. Districts will benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities as these connections are cultivated as part of the school support team's efforts. Oregon's Family Involvement Matters, a district-wide program for engaging families in school level planning for instruction and scheduling, and similar efforts may prove useful in these schools. Other interventions that may prove beneficial include offering parenting education classes in academic skills and/or English language.

Timeline for Focus School Improvement

Rate Schools	
August 2016	ODE will publish a preliminary list of priority, focus, and model schools.
September 2016	ODE will publish a final list of priority, focus, and model schools.
Conduct Workshop for Identified Schools	
August and September 2016	Priority and focus schools will participate in a workshop where district/school teams will learn about the elements of the Network and their requirements.
September 2016	ODE will award grants to districts.
Place Regional Network Coordinators and Leadership Coaches	
By September 2016	Regional Network Coordinators will be hired and assigned to districts within their geographic regions to provide technical assistance to districts and schools and to assist in coordination of Leadership Coaches, school appraisal teams and school support teams.
By September 2016	Leadership Coaches will be hired and placed in focus schools to mentor the school leadership.
Implement Self-Evaluations	
During fall 2016	ODE will engage Regional Network Coordinators and Leadership Coaches to assist in the process of completing self-evaluations. Districts with focus schools will complete a self-evaluation and submit

	results to ODE.
By November 2016	Deeper diagnostic reviews will be completed in focus schools.
By December 2016	Exit conferences with each district and school to present the results of the review and discuss interventions and next steps.
Develop Comprehensive Achievement Plans (CAP)	
January 2017	Districts must submit CAPs to ODE for approval. Regional Network Coordinators and Leadership Coaches will support each district with a focus school in developing a CAP. The CAP will be developed in partnership with district leadership, school leadership and staff, parents, and community stakeholders.
Implement CAPs – Year 1 of 4	
During spring 2017	Districts will be implementing improvement plans.
Revise CAPs	
By June 2017	Districts must submit revised CAPs to ODE for approval. Regional Network Coordinators and Leadership Coaches will support each district with a focus school in developing a CAP. The CAP will be revised in partnership with district leadership, school leadership and staff, parents, and community stakeholders.
By July 2017	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Continue Implementation of CAPs – Year 2 of 4	
During 2017-18 school year	Districts will engage in full implementation, supported by the Network, the Regional Network Coordinator, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2017-2018 school year	ODE will monitor CAP implementation to coincide with each HASD routine.
Revise CAPs	
By June 2018	Districts must submit revised CAPs to ODE for approval. Regional Network Coordinators and Leadership Coaches will support each district with a focus school in developing a CAP. The CAP will be revised in partnership with district leadership, school leadership and staff, parents, and community stakeholders.

By July 2018	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Adjust Tiers of Intervention	
During summer 2018	Districts will receive Oregon Report Cards for 2017-18. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among levels of intervention.
During summer and early fall 2018	Based on Oregon Report Card data and/or level adjustment, districts may need to make revisions to CAPs. Any revisions must be approved by ODE.
Continue Implementation of CAPs – Year 3 of 4	
During 2018-19 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2018-2019 school year	ODE will monitor CAP implementation to coincide with each quarterly HASD routine.
Adjust Tiers of Intervention	
During summer 2019	Districts will receive Oregon Report Cards for 2018-19. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among levels of intervention.
During summer and early fall 2019	Based on Oregon Report Card data and/or level adjustment, districts may need to make revisions to CAPs. Any revisions must be approved by ODE.
Continue Implementation of CAPs – Year 4 of 4	
During 2019-2020 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2019-2020 school year	ODE will monitor CAP implementation to coincide with each quarterly HASD routine.
Adjust Tiers of Intervention	
During Summer 2020	Based on achievement data and monitoring of implementation, ODE will identify any focus schools that have met the criteria for exit or level adjustment. Please refer to section 2.G for schools failing to meet exit criteria.

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Change of the type needed in focus schools requires intensive interventions maintained over several years. Given this, interventions with these schools will continue for a minimum of three school years before there is potential for exiting from focus school status.

Following three years of intervention, ODE will evaluate the progress of the school. This evaluation will involve both objective data describing academic achievement and growth and observational evaluations of the fidelity and commitment of school staff in implementing interventions. Schools and districts that fail to meet exit criteria and expected outcomes will face increased interventions and accountability measures as described in section G. The criteria for exiting from focus school status are:

Exit Criteria for Focus Elementary and Middle Schools

Category	Criteria
Improvement	A school will exit status when the school earns at least 47% of the total available points as detailed on the Oregon School Report Card; <i>and</i>
Subgroup Improvement	Has earned more than 30% of the overall available points for subgroup growth as detailed by the Oregon School Report Card; <i>and</i>
Sustained Improvement Plan	Submits a written, detailed account of sustained improvement with data outlining the improved achievement and growth for all subgroups to be reviewed and approved by a panel of educational experts.

Exit Criteria for Focus High Schools

Category	Criteria
Improvement	A school will exit status when the school earns at least 47% of the total available points as detailed on the Oregon School Report Card; <i>and</i>
Graduation Rate	Has a graduation rate of at least 60%; <i>and</i>
Subgroup Graduation Rate	Has a sub-group graduation rate of at least 60%; <i>and</i>
Subgroup Improvement	Has earned more than 30% of the overall available points for subgroup growth as detailed by the Oregon School Report Card; <i>and</i>
Sustained Improvement Plan	Submits a written, detailed account of sustained improvement with data outlining the improved achievement and growth for all subgroups to be reviewed and approved by a panel of educational experts.

In instances where a school demonstrates adequate improvement in proficiency and subgroup growth, but fails to earn the requisite 47% of the total available points as detailed on the Oregon School Report Card, the LEA can petition the school's status specifically addressing the area of deficiency and the planned supports to be provided by the LEA to the

designated school to ensure sustained improvement, so long as the school would not be re-identified as a priority or focus school for the 2016-2020 cohort. LEA's, on behalf of the school, will describe the sustained improvements, will include detailed monitoring and support plans and protocols, and will discuss the predictability of the improvement efforts as indicators of future success. Petitions will be reviewed and evaluated by a panel of educational professionals.

In summary, newly identified focus schools will receive deeper diagnostics and engage in planning, followed by initial implementation during their initial year of identification. They will implement interventions over the next three years, during which time ODE will systematically monitor via HASD, and recognize and respond to schools and districts failing to make progress for a total of four years in priority school status. ODE will not exit any schools in focus status before summer of 2020.

Schools and districts failing to meet expected outcomes by summer 2020 will face accountability measures as described in section G.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Oregon is advancing a theory of reform that is built on developing a state infrastructure that can support continuous improvement for all schools. Within that infrastructure, Oregon is also committed to reviewing, monitoring and giving guidance and support to the districts with Title I schools that are struggling most to contribute to the outcomes that Oregon wants for all students, regardless of background. Besides the regular and ongoing monitoring of district federal programs and funding that the ODE conducts across the state, the agency will annually monitor the progress and growth of all Title I schools by examining and analyzing available data.

Annually, ODE will use the information provided by the accountability system (described in Principle 2), to evaluate the Title I schools (apart from focus and priority) that appear to be struggling most. ODE will flag for review those schools that: (1) are not making progress in improving student achievement as reflected in the Oregon Report Card; (2) have failed to meet required participation rates for any subgroup in reading or math; or (3) have failed for two or more years to make progress in improving the achievement of subgroups as measured against an annual measurable objectives (AMOs) as reflected in school report cards and school rating reports.

Oregon's accountability system utilizes Annual Measurable Objectives and graduation targets as follows. The Annual Measurable Objectives for English language arts and Mathematics determine the cut for a "Level 4" rating in subgroup achievement. That is, all subgroups that are

rated as Level 4 or Level 5 in Achievement have met the AMO for that subject. Those subgroups at Level 3 or below have not met the AMO. Similarly, graduation targets determine the Level 3 cut for graduation. Hence any subgroup rated at Level 3 or higher has met the graduation target, and any subgroup at Level 2 or Level 1 has missed the graduation target.

Oregon’s accountability system will identify schools and call them Other Title I Schools that meet any one of the following:

- Any Title I school, not already identified as a priority or focus school, that receives an overall “Level 1” rating; or
- Any school that receives a “Level 1” rating in one or more of the following areas: (a) proficiency; (b) growth; or (c) subgroup growth; or Any school that fails to meet AMOs for (a) graduation rates, or (b) subgroup graduation rates; or
- Any school that fails to meet required participation rates for any subgroup in reading and math; or
- Any school that fails to make progress in improving the achievement of subgroups as measured against an AMO.

Each fall, ODE will notify districts with a list of Title I schools that meet any of the above criteria and require the district to ensure that each school’s annual improvement plan addresses the issue that was identified. These schools will be referred to as Other Title schools.

ODE will provide every district in the state with access to, and training in, delivering a comprehensive self-evaluation to identify key areas in need of support. All districts will be provided training and encouraged to engage in the self-evaluation, and any district with a focus or priority school or school identified for supports as set forth in this section will be required to complete the self-evaluation with support from an assigned ODE Education Specialist. From the self-evaluation, these schools will be supported in undergoing a customized planning process and in developing a plan for system change which may include interventions selected from among those described for priority and focus schools in sections 2.D.iii and 2.E.ii.

Plans will be reviewed to ensure they adequately address the areas of need. For example, a school reporting low achievement and growth for English Language Learners would potentially include indicator DSC 1.4 (*School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance*) to frame part of the improvement strategies.

Notified schools will be directed to participate in quarterly routines aimed at reviewing progress towards implementing the CAP. Schools will submit to ODE local assessment data for reading and math and will evaluate the progress of the planning, capacity and evidence of progress of the improvement strategies aligned to the areas of need. Schools will also report the quarterly updates to the LEA. Again, for a school framing part of the CAP under DSC 1.4, the quarterly routine might uncover that the school lacks the capacity to fully implement the strategy or activity and will provide clearer opportunities for differentiated supports from the LEA and SEA. In such instances, the SEA will work with the LEA to develop action steps that are responsive to the areas of need as uncovered in the routines.

In addition, using the criteria listed above to create a list of schools needing further review, ODE

will then look deeper and broader at historical data on progress, achievement and participation; and quantitative analysis of structures, programs and practices. In particular, ODE will conduct a review of the flagged Title I schools and evaluate the following criteria for each:

- Student achievement levels.
- Number of years identified as needing improvement.
- Whether recent improvement in the key areas of effectiveness has occurred determined by diagnosis and progress monitoring.
- Whether improvement is likely to be evidenced in the next set of student achievement data, based on diagnosis and progress monitoring
- Severity of student performance deficiencies for the all students group and/or subgroups.

Analysis of these criteria will result in approximately 15-20 schools being identified for potential state-directed support by October in the first year, and annually thereafter. These schools will be referred to as Targeted Other Title schools.

Where ODE determines that the criteria suggest need for supporting the district in developing and implementing an improvement plan for the additional struggling schools, ODE will assign Regional Network Coordinators to support the district in completing a self-evaluation that fully addresses the identified deficiencies. From the self-evaluation, these schools will be supported in undergoing a customized planning process and in developing a plan for system change which may include interventions selected from among those described for priority and focus schools in sections 2.D.iii and 2.E.ii.

The districts identified for state-directed support will be notified in the fall that technical assistance is available and assigned a state school improvement point person that will be available, in addition to the Regional Network Coordinator, to support completion then implementation of the school's improvement plan during the remainder of the academic year. Districts will be required to review, approve, and support each school's improvement plan to ensure it address the causes of the school's deficiencies as communicated in student outcomes. State level resources and supports will be leveraged as appropriate for additional support. For example, a school with low rates of achievement in third grade reading might begin to work with the state's Response to Intervention system to ensure the interventions necessary to support students not meeting targets. In a second example, a Title I high school that has failed to meet graduation rates for Black/African American students develop a plan, with support from ODE's Equity unit, that includes professional development on culturally responsive pedagogy for staff on how to identify and improve opportunities for this subgroup. Access to the Continuous Improvement Network and its various partners to provide the school with peer and expert support in implementing the program will be expected.

Districts with multiple low-performing schools, or schools that have appeared on the Other Title I Schools list for multiple years, will submit qualitative and quantitative data to ODE quarterly for review as described above. Progress toward completion of objectives will be subsequently monitored and districts and schools struggling to meet goals will be provided additional state-directed supports.

Moving forward, as described in Section 2.G, the OEIB will address other potential mechanisms

for driving district and school improvement, such as incentive and strategic funding. These tools, along with a state system designed to deliver support for student outcomes, will ensure that all Title I schools are focused on improving student outcomes.

For Oregon’s Title I schools that make outstanding progress, the Governor’s Office and ODE will recognize them in the potential forms of a recognition event, a press release, and/or a letter of acknowledgement and award. Because of the significant growth these schools will experience, there is significant potential for successful schools in this group to be identified as Distinguished Title I Schools as described in the Elementary and Secondary Education Act (ESEA) Title IA Section 1117(b)(2).

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Principles for Improving Capacity

As noted in the overview, Oregon’s theory of action for full system reform consists of three overarching strategies: a) creating an integrated and coordinated public education system from pre-kindergarten through postsecondary; b) focusing state investment on education outcomes; and c) building statewide support systems, including a robust system of mutual accountability to support achievement of the desired outcomes. The strategy is premised on the concept of tight-loose, i.e., the state must be tight on the outcomes it expects from the system, but loose in allowing education institutions to determine the best way to achieve them. Oregon believes that the 197 school districts that deliver PK-12 education services need both a coordinated system of support and partial freedom to innovate and evolve in ways that lead to sustained improvement and student success.

Oregon believes that real and sustained school and district improvement will only occur through the redesign of school and district systems and supports targeting technical and

adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement. Oregon insists that districts engage in a diagnosis of district and school needs, support districts in developing systems of instruction tailored to the needs of each student, and advance a statewide culture of high expectations for students, parents, and families. By focusing expectations, supports, and investments at the district level will allow local governing boards more flexibility and freedom in how they achieve prescribed outcomes. Districts not making progress in achieving outcomes for students will face a decrease in flexibility and increases in state control.

Led by the ODE, Regional Network Coordinators, Leadership Coaches, and school appraisal and support teams, district and school leaders, instructional staff, parents, and other key stakeholders will work together to use the self-evaluation, deeper diagnoses, and other sources of information to prioritize those conditions requiring the most urgent attention, identify appropriate interventions, and create Comprehensive Achievement Plans (CAPs) for districts and schools.

Annual Self-Evaluation

ODE has confirmed the selection of Indistar, an indicator-driven evaluation and planning tool developed by the Center on Innovation and Improvement (CII), as the tool that will lead schools through an annual self-evaluation process. In Oregon, Indistar will incorporate both school and district level planning across multiple programs.

The initial phase of self-evaluation will describe current status in the school relative to a number of best practice indicators embedding the turnaround principles and organized by Oregon's five key areas of effectiveness as described in sections 2.D and 2.E. The result of this evaluation will serve as an initial screener in preparation for deeper diagnosis of challenges in priority and focus schools. School responses to indicators included in the tool will direct school appraisals to areas of concern requiring further diagnosis during the appraisal visit. This direction can improve efficiency of the appraisal process and allow them to focus their attention on specific concerns rather than broadly collect information that may not be of value in identifying the school's particular challenges and needs.

With support from CII, ODE has worked to structure the tool so that it can guide district and school personnel in examining progress in each of the five key areas of effectiveness: technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement. For focus and priority schools, the tool will target appraisals toward appropriate areas of concern. For all other schools, it will provide powerful information on which to focus efforts. For the state, it will serve as an important data collection for identifying best practices or areas of concern to be addressed through the Continuous Improvement Network.

Deeper Diagnosis and Prescribed Interventions

Working with Regional Network Coordinators, districts with priority and focus schools will use the results of their annual self-evaluations targeting the five key areas of effectiveness to determine which of the key areas warrant a deeper diagnosis to examine weaknesses impacting student achievement and to learn more about areas of strength. Few schools will need deeper diagnostics in all areas, but many priority schools are expected to need deeper

diagnostics in more than one of the five areas. For districts with priority and focus schools, a Leadership Coach, assigned shortly after the schools are identified, will provide support in completing the self-evaluation, and will assist school appraisal teams in conducting the indicated deeper diagnoses. The school appraisal team will collect multiple measures of descriptive data illuminating conditions within identified schools and their districts. The school appraisal team will collect and analyze broad categories of data from many sources.

Initial evaluation by the school appraisal teams will be based on the school's self-evaluation in conjunction with extensive student achievement data included in the statewide assessment system and any local assessment and demographic data available both within the state data system and held at the school. This analysis will be followed by a school site visit using structured interview protocols targeting school staff by role and responsibility. In support of these data, surveys and focus groups involving staff, parents, and other stakeholders; quality assurance reviews; and analyses of district and school policies and practices will be conducted where a need is evident.

Oregon educators have identified a number of tools that can be used to gather descriptive data directly addressing each of the five key areas of effectiveness. The school appraisal team will use such tools to gather broad data on which to base appropriate research-based interventions.

The school appraisal team's data and analysis will be used to determine and prescribe specific interventions and needed supports addressing each of the five key areas of effectiveness which were demonstrated above to align to the turnaround principles. This report will form the basis for improvement efforts moving forward.

Developing a Comprehensive Achievement Plan (CAP)

Each district that has priority or focus schools will partner with each school to develop a CAP that includes strategies, tasks, and budgets. The district and school will work with the Regional Network Coordinators and the school's Leadership Coach to create a task plan and budget implementing the needed interventions informed by the School Appraisal Team's analysis. The Leadership Coach, in coordination with the Regional Network Coordinator, will assist the district in engaging district leadership and staff, school leadership and staff, school site council, parent organization(s), parents, students, and the community in a process to develop a CAP. The CAP will include:

- For each school identified as a priority or focus school, a unique action plan with strategies, tasks, and budgeting to implement the interventions identified by the school appraisal team and any locally identified interventions.
- The process for engaging Leadership Coaches, mentors, organizations, or experts supporting the implementation of interventions.
- Annual measurable goals tailored to each school and based on empirical data for improvement in the identified areas.
- Details on monitoring and reporting progress toward implementation.

ODE will review and approve each CAP. The CAP will address all of the federal turnaround principles and will demonstrate a commitment to implementing all of the prescribed interventions to true, sustainable reform. In developing the CAP, districts and schools will

consider the following:

1. The approach to achieving systemic changes in its priority and focus school(s). For each identified school, addressing all aspects of the report resulting from deeper diagnoses, this will include:
 - A response to each of the indicators included in the self-evaluation tool indicating both priority and ease of implementation for each indicator.
 - School level and district level interventions or strategies for implementing indicators.
 - Explicit descriptions of full implementation for each indicator the school elects to address.
 - A detailed budget for each indicator.
 - A timeline indicating tasks and who is responsible for oversight of each task.
2. The systems and processes for including descriptions of teams, working groups, and stakeholder groups involved in the planning process for each priority school.
3. The district's approach to recruiting, screening, and selecting any external partners to provide expertise, support, and assistance to the district or school.
4. The district's systems and processes for planning, supporting, and monitoring the implementation of planned redesign efforts, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school level redesign efforts.
5. The sources and types of data that will be collected and analyzed to measure and document progress on interventions. These data should minimally describe uses of results from formative and summative measures, student attendance, and school discipline along with measures of fidelity and effectiveness of intervention efforts.
6. District policies and practices currently in existence that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively.
7. How the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the state, district, or designated external partner organizations.
8. How the district will monitor the implementation of interventions at each identified school and how the district will know that planned interventions and strategies are working.

Designated Roles in Delivery of Continuous Improvement Efforts

Continuous Improvement Network

To date, Oregon's most successful school improvement efforts have been built upon a network approach which has included coaching and mentoring to help educators learn from each other in an environment of trust, professionalism, and shared best practices. Oregon will build on this approach by strengthening existing networks to include early learning service providers, K-12 districts and schools, institutions of higher education, the business community, and other educational organizations. This network, organized principally along regional lines, will be known as the Continuous Improvement Network or the Network.

ODE will work with Regional Network Coordinators, schools and districts, and other partners to create this statewide system of support to:

- Provide oversight, planning, and logistics,
- Support implementation of interventions,
- Address the needs of schools and districts,
- Develop and deliver professional development,
- Facilitate coaching sessions, and
- Evaluate and improve the system.

Through the Continuous Improvement Network, ODE will be able to involve more educators, allow peer-to-peer coaching to support improvement, and broker successful practices, supports, and improvements.

ODE continues to work to engage with the field, the Governor's Office, and OEIB to develop roles and structures necessary to implement and operate a leveled system of interventions and supports. During the summer of 2012, ODE created job descriptions, and oversaw the recruitment and training of Regional Network Coordinators, Leadership Coaches, school appraisal teams, and school support teams. Many of the same network professionals will continue to engage with the next cohort of priority, focus, and other Title I schools and the systems for recruitment, vetting and contracting to ensure each district and school has the support necessary to reach expected outcomes.

The various roles and responsibilities are set forth below:

The Oregon Department of Education will:

- lead implementation of the statewide system of support,
- provide technical assistance to districts and educators,
- produce and distribute school and district report cards,
- identify and place focus and priority schools in intervention tiers,
- select and implement a set of tools and processes for conducting district self-evaluation, focused on the five key areas of effectiveness, and to support deeper diagnoses and selection of prescribed interventions,
- allocate and disburse school improvement funds,
- oversee the recruitment, training, assignment, and management of Regional Network Coordinators, Leadership Coaches, school appraisal teams, and mentors and/or consultants who will serve on school support teams,
- approve CAPs for priority and focus schools,
- provide oversight and monitoring of CAPs,
- provide oversight of, and facilitate and support district participation in the Continuous Improvement Network (the Network),
- provide oversight and facilitation of data collection, analysis and reporting, and
- coordinate SEA programs and processes to ensure coherence in delivery of supports and minimize burden

The Regional Network Coordinators will:

- participate in training needed to prepare for and continue their role,
- provide professional development and assistance to priority and focus schools and

other Title I schools identified in need of support in completing a self-evaluation and planning,

- facilitate the coordination of school support team members, specialists, mentors and/or consultants for priority and focus schools,
- support ODE in oversight and monitoring of district CAPs and evaluating the quality of implementation, and
- facilitate and support district participation in the Network.

The Leadership Coaches will:

- provide technical assistance and support to priority and focus schools in completing a self-evaluation,
- participate in scheduled trainings to learn more about their role and available resources,
- work closely with school leadership to facilitate implementation of the CAP,
- fully participate in the school support team for their assigned schools,
- participate in networking opportunities to gather successful implementation strategies from other schools,
- assist school leadership in identifying and enlisting external resources to support CAP implementation, and
- provide coaching to leadership supporting their professional growth and development.

The School Appraisal Teams will:

- participate in training needed to prepare for their role,
- select , diagnostic tools that are appropriate for each school,
- conduct deeper diagnoses of areas indicated for improvement, and
- submit diagnostic data to ODE, and
- assist ODE in continued diagnoses as needed.

The School Support Teams will:

- participate in training needed to prepare for their role,
- assist in the implementation of CAPS,
- facilitate collaborative problem-solving strategies to identify root causes, barriers, and propose solutions and course corrections as districts and schools implement, and
- facilitate and support district participation in the Network.

School Appraisal Teams and School Support Teams will:

- be carefully screened to ensure needed skills,
- broadly represent educators at all levels, classroom through superintendent, and other education roles,
- have experience in successful school turnaround efforts,
- represent schools/districts with similar demographic characteristics to the extent this is practical, and
- include members of diverse populations.

Monitoring SEA and LEA Improvement Efforts

The Indistar platform supports district and school level self-evaluation, plans development, and monitoring and reporting on plan progress. Because the tool is web-delivered and all data

are held in common across the state, it is not necessary for districts or schools to prepare and submit separate plans and reports of progress. Staff in districts will create plans indicating responsibilities and timelines for tasks and will continually follow-up with a record of accomplishment and task completion. Staff at all levels will have access to these data. State level staff can access both district and school level data from across the state while district level staff can access school level data from within the district. This access can facilitate the evaluation of successes and challenges within and across schools. This evaluation information can be used to target technical assistance to schools and to initiate early intervention so that tasks for which schools or districts lack capacity can be supported in a timely manner.

While the CAP presents an opportunity for ongoing monitoring, it also includes features supporting periodic reporting on progress in a more formal version. This will be valuable as decisions on extending and redirecting funding and other resources are contemplated.

As described in section D, the application for renewal of the ESEA flexibility provides Oregon a timely opportunity to evaluate the progress of the current accountability system to identify what is working well and areas needing refinement. To date, approximately 60% of Oregon's priority and focus schools have met ODE's strategic goals to receive a Level 3 of the Oregon Report Card. Oregon is in the third of four years of this cycle, and while we are on track to meet our goals, we continue to refine systems to improve outcomes for schools continuing to encounter difficulty. To this end, two new systematic and data-based routines have been developed to monitor both SEA and LEA progress in Oregon's accountability system.

The **How are we Doing (HAWD)** routine, as introduced in section D, is the mechanism by which SEA level goals and projects directed at the state's accountability system are established and internally monitored. Implementation challenges are examined and corrected to ensure that the most vital initiatives that support the work in priority and focus schools are working well, are on time, and are supporting improved outcomes.

The **How are Schools Doing (HASD)** routine, also introduced in section D, is a new quarterly routine during which ODE, in collaboration with Regional Network Coordinators, analyze priority and focus school data, by district and region, to identify trends, bright spots, and to discern when supports and interventions need adjustment. The HASD routine coincides with and integrates quarterly CAP review processes then culminates with a collaborative meeting during which regional, district, and school performance, using CAP trends and school-level qualitative and quantitative data, is organized, displayed, and analyzed. Bright spots and challenges are identified. Next steps are collaboratively formulated with specific implementation plans, dates, and responsible persons identified. Updates to the next steps are recorded back into the HASD database then revisited at the subsequent HASD routine. The following are examples of timely, targeted, and differentiated responses to challenges and bright spots for regions, districts or schools based on the HASD routine:

- Trend data from CAP reviews showed that several cohort 1 priority and focus schools had limited assessment or interventions systems. Professional development was then provided to Regional Network Coordinators and Leadership Coaches to ensure their ability to support districts and schools in establishing comprehensive assessment and intervention systems.
- Trend data revealed that several districts needed support developing and

streamlining systems of support for their priority and focus schools. As a result, Regional Network Coordinators, working alongside ODE, have provided technical assistance to key districts to identify the need for support, then begin developing more streamlined district systems.

- Trend and school level data indicated a need for smaller districts to access high quality professional development in the pedagogy and CCSS aligned content for English Language Arts (reading focused) and math. A summer weeklong academy for teachers was then orchestrated to be offered by ODE the following summer and targeted districts and schools were given first seats for teachers.
- Trend and individual school data indicated the need for leaders in rural schools to have access to Professional Learning Communities where they could share resources unique to their needs. As a result, a Network led regional rural PLC for principals of priority or focus schools that serves as a pipeline for information and resource sharing has been successfully instituted.

The annual tiering of cohort priority and focus schools described earlier in sections D and E is another systemic and data driven element of Oregon’s system of monitoring and supporting LEAs. Informed by quarterly HASD routines and the annual Oregon Report Cards, cohort priority and focus schools are tiered after years two and three to receive more intensive supports and interventions or more negotiated autonomy within the required system. Decision rules are applied annually each summer and are based on qualitative and quantitative data as follows:

Oregon Report Card Level	The report card level is further informed by achievement, growth, and school-provided data which serve to confirm, increase, or decrease the Tier of Support/Intervention as shown. Assignment to Tiers is re-evaluated in years 3 and 4.	Tier of Support & Intervention	Description of Tier
			
1	→	3 Directed Interventions	The state will consider results of the school’s annual self-evaluation, student performance data, and district and school input in determining the most appropriate course of action.
2	→		
3	→	2 Collaborative Supports and Interventions	The annual self-assessment process is guided by a Network Leadership Coach. The school level CAP is developed with a balance of direction and autonomy around the use of supports and implementation of interventions.
	→	1 Coaching and Supports	The annual self-assessment process is guided by a Network Leadership Coach. A school level CAP is developed with a larger degree of autonomy around the implementation of

			interventions targeting areas identified in the self-assessment.
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Both HAWD and HASD routines were developed and instituted at ODE with support from the U.S. Education Delivery Institute (EDI). The HASD routine is currently expanding at two levels to build SEA and LEA capacity. A routine similar to HASD has been developed for district implementation and its use and becomes available as a support or required intervention for districts with many priority, focus, or Title I other schools. Network providers will be trained to support districts in its implementation and use to enable LEAs to more systematically monitor and provide needed and timely supports to their schools. In addition, the HASD routine has expanded at the SEA to include all federal program teams. As such regions, districts, and schools will be systematically supported by the SEA in a streamlined fashion. For example, if a focus school continues to experience challenges in meeting the needs of key subgroups, such as Students with Disabilities or English Learners, the district can expect a coordinated and supportive timely response from the ODE versus competing and often burdensome responses directed by the SEA.

In summary and in addition to the monitoring routines described above, ODE specifically oversees priority and focus school progress as follows:

Monitoring Priority Schools

- Annual revision of established and approved plans to reflect changes in direction and alternative interventions identified as a result of implementation.
- Quarterly reporting of program progress via CAP and expenditures for review by ODE staff.
- Annual reporting of overall progress with an evaluation describing identified successes and failures, needed policy and practice changes, and barriers to implementation.
- Annual formal school visits to elicit the evidence and perspectives of a broad constituency within the school, including leadership staff, instructional and classroom support staff, students, and parents within the school.
- Annual formal visits with district level staff working in support of schools improvement efforts to confirm evidence and perceptions about successes and challenges within the schools.
- Reviews and observations of implementation of planned improvement efforts to confirm that intervention is occurring and that selected and implemented interventions are having the desired impact on the behaviors of both adults and students in the school and on student achievement.
- Frequent budget discussions confirming the appropriateness of planned expenditures and providing needed flexibility in support of improvement efforts.

The expansion of Oregon's existing statewide system of support into the Network will provide additional opportunities for monitoring and oversight. The school appraisal teams will be available to conduct second round reviews of schools in cases where it appears that interventions are not having the desired impact. This can provide both incentive and information for redirecting the efforts of school staff. Similarly, school support teams will be in an opportune position to support school level efforts at implementation and to identify barriers and hindrances that can be overcome through resource allocation or policy adjustments.

Monitoring Focus Schools

- Annual revision of established and approved plans via CAP to reflect changes in direction and alternative interventions identified as a result of experience with implementation.
- Annual reporting of overall progress with an evaluation describing identified successes and failures, needed policy and practice changes, and barriers to implementation.
- Occasional formal school visits to elicit the perspectives of a broad constituency within the school including leadership staff, instructional and classroom support staff, students, and parents within the school.
- Occasional formal discussions with district level staff working in support of school improvement efforts to confirm perceptions about successes and challenges within the schools.
- Reviews of implementation and outcome data describing planned improvement efforts to confirm that intervention is occurring and that selected and implemented interventions are having the desired impact on the behaviors of both adults and students in the school and on student achievement.
- Budget discussions confirming the appropriateness of planned expenditures and providing needed flexibility in support of improvement efforts.

The expansion of Oregon's existing statewide system of support into the Network will also have an impact on focus school oversight. The school appraisal teams will be tapped to conduct second round reviews of some of the focus schools where reports indicate such a need. School support teams will be in a position to provide insight into school level efforts.

Ensuring Accountability for Progress

Districts that identify barriers to or failures in implementation or fail to meet outcome targets for particular interventions will be counseled and provided technical assistance as needed to complete documentation and to support task completion. They will be required to modify plans indicating new tasks and budgeting and to seek approval by ODE to implement those changes.

Accountability for Schools Failing to Meet Exit Criteria

LEAs with schools failing to meet exit criteria at the end of their identification period will retain their initial identification status until able to meet the exit criteria for the cohort period they were identified under. Any necessary accountability measures as described below may be applied with the district assuming fiscal responsibility for each school's ongoing improvement efforts. The interventions and approaches will be largely directed by the state with Network supports made available. Increasingly rigorous interventions will be required for schools that do not make marked improvement within accelerated timelines as determined by the SEA (see timelines below).

In the summer leading into the fourth year of priority or focus status, the school improvement team will re-evaluate current levels of supports and interventions as described under monitoring above. Schools identified at tier 3 moving into the final year of implementation will

be notified that they are not making adequate progress and may not be on track to meet exit criteria without a significant course correction. Supports and interventions moving into this final year will be more rigorous and directed by the Network. Schools will receive increased monitoring including quarterly site visits by ODE. This could happen in a Focus or Priority schools' 2nd, 3rd or 4th year too, depending on what the data shows and level of progress being made. Moving into the spring of 2016, schools will once again be evaluated for anticipated status of meeting or not meeting exit criteria. Districts with schools unlikely to meet exit criteria will be notified. In summer when final data is available districts with schools not meeting exit criteria will receive official notification regarding exit status. ODE will meet with districts to outline the requirements and timelines for schools failing to meet exit criteria.

Districts will be required to notify school boards for schools unable to meet exit criteria and to detail the requirements, including directed interventions and accelerated implementation timelines outlined by ODE (see timelines below). Districts with schools failing to meet will be required to conduct an internal assessment while simultaneously allowing an external team to conduct an audit of systems and capacity. Based on the outcomes of both internal and external diagnostics, directed interventions will be finalized and an improvement plan approved by the Deputy Superintendent will be set forth with implementation and increased monitoring and accountability to begin immediately.

For schools that, following implementation of the prescribed interventions, do not show acceptable progress in student achievement, or if the situation is egregious, such as improvement plans are not implemented and/or there is blatant disregard for engaging in the process, then ODE will direct the school to implement specific evidence-based strategies that have been demonstrated to have a positive effect on student learning.

The Department's 2014 ESEA Flexibility Advisory Committee developed the following plan for intervening in Focus and Priority schools if progress is not being made:

Intervention Step One

- The plan is developed locally and may include (not shall include), the following:
 - Ensure effective and appropriate formative and interim assessments are in place.
 - Ensure the district and school are in a process of learning from similar schools.
 - Engage the school board in professional development and accountability discussions.
 - Provide additional resources and supports in the form of staffing, for example counselors, social workers, etc.
- The plan cannot include replacing superintendent, district staff, principal, and/or teachers.

Intervention Step Two

- It is possible to by-pass Step 1 and move directly to Step 2 if the situation is egregious; such as improvement plans are not implemented and/or there is blatant disregard for engaging in the process.
- One or more supports and interventions shall be required to be implemented, depending on the results of the diagnostic review, consisting of but not limited to:
 - Replace staff in leadership positions with turnaround leaders, for example-
 - Superintendent

- District staff
- Principal
- Limited staff replacement.
- Direction over budget.
- Increased instructional time.
- Identify the district as at-risk and place accountability on the district for more involvement in school improvement efforts.

Intervention Step Three

- The Deputy Superintendent is tasked with the process and selection of the leader for the school and/or district.

The following timeline outlines the steps and actions ODE will take in working with districts with schools that don't meet exit criteria:

Timelines for Schools Failing to Meet Exit Criteria:

June 2015	HASD routine (described above under Monitoring SEA and LEA Improvement Efforts) is used to anticipate schools not on track to meet expected outcomes.
Summer 2015	Districts will receive Oregon Report Cards for 2014-2015. Based on achievement data and monitoring of implementation, tiers of support and intervention will be finalized (described above under Monitoring SEA and LEA Improvement Efforts). <ul style="list-style-type: none"> • Districts and schools will be notified regarding tier placement. • Districts and schools placed at tier 3 will be required to modify CAPs to implement directed interventions aimed at course correction.
During 2015-2016 school year	Districts will engage in continued full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
During 2015-2016 school year	ODE will monitor CAP implementation to coincide with each quarterly HASD routine. ODE will provide increased monitoring and technical support through a minimum of two annual (increased from one) on-site visits to tier 3 schools.
June 2016	HASD routine is used to anticipate schools not on track to meet expected outcomes (thus failing to exit). <ul style="list-style-type: none"> • ODE will notify districts with schools not anticipated to exit.
Summer 2016	Districts will receive Oregon Report Cards for 2016-2017. Based on achievement data and monitoring of implementation, schools failing to meet exit criteria will be identified. <ul style="list-style-type: none"> • Districts and schools will be notified regarding their status as Meeting or Not Meeting exit criteria.

	<ul style="list-style-type: none"> • ODE will meet to explain the requirements for districts with non-exiting school(s). • Districts will be required to notify the local school board of the school's failure to exit.
Summer and early fall 2016	<p>A diagnostic review will be conducted to understand the school's context and issues preventing progress.</p> <ul style="list-style-type: none"> • ODE will lead an external review • The district will lead an internal review that will be considered by the state • Priority interventions, based on the review, will be selected and directed by the Deputy Superintendent.
Early fall 2016	<p>The district will be required to update or rewrite the CAP to include directed priority interventions.</p> <ul style="list-style-type: none"> • CAP will be submitted to ODE by September, 2016 • Final CAP to be approved by the Deputy Superintendent by October 2016.
Ongoing 2016-2017	<p>Accelerated implementation ensues.</p> <p>ODE will monitor CAP implementation to coincide with each quarterly HASD routine.</p> <p>Districts will be required to update the school board quarterly.</p> <p>ODE will minimally conduct quarterly onsite monitoring/feedback visits (previously schools were visited one to two times annually).</p> <p>Districts and schools failing to meet objectives outlined in approved plans will face increasingly intensive interventions.</p>
June 2017	<p>Districts will schools continuing to fail to meet expected outcomes will face increasingly intensive interventions, including the possibility of replacing the principal, a mandated change to the governance structure or a school closure as directed by the Deputy Superintendent.</p>

Prevention, Support, and Continuous Improvement

A goal of the Continuous Improvement Network is to shift the focus from intervention to prevention. The annual self-evaluation will help identify and encourage early action in areas of weakness, as well as dissemination and study around areas of strength. Submission of the results of the self-evaluation will be required for priority and focus schools and will be encouraged for all other schools and districts. Title IA and other professional development dollars from one district can then be used to engage another district in the role of coach/mentor. As noted in the description of model schools, this engagement allows the coaching district to invest those additional resources in continued professional development within their school.

Networking districts by a regional model, to the greatest extent possible, will ensure that even the smallest districts are able to build capacity to improve. Cataloging the results of the self-evaluation by focus area will ensure that even a district that is not a leader in all areas can share expertise where it is present. This shift in culture to acknowledging that each district has areas in which they can improve and areas in which they can lead will have a profound impact on the system.

Programs and initiatives already underway in Oregon will be utilized to help schools in their efforts. Some examples include:

- Response to Intervention (RTI) Network, a multi-tiered approach to the early identification and support of students with learning and behavior needs.
- Positive Behavior Interventions and Supports (PBIS), a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
- Professional Learning Teams (PLTs), a state-led collaborative to support district leadership teams in their implementation of the educator evaluation framework and the Common Core State Standards in math, English language arts, science, and ELP.
- SchoolWide Integration Framework for Transformation (SWIFT), using Scaling Up to ensure district systems to meet the needs of all students.
- Science, Technology, Engineering and Math (STEM), a statewide network focusing on increasing investments in programs that encourage students to pursue careers in STEM and STEM education.

By including a broad array of partner organizations, the Continuous Improvement Network will support districts in self-evaluation and planning, provide opportunities to learn about and share effective practices, and train, model, and facilitate the use of educational resources and tools. The Network will be an appealing partner for districts by providing efficiency, additional needed capacity, customized professional development, and other supports. These resources will be particularly invaluable to districts as Oregon embarks on a period of significant change implementation of Common Core State Standards (CCSS), transition to SMARTER Balanced Assessment, implementation of educator and leader effectiveness systems, and application of the state's accountability system. The relationships and networking opportunities built through the Network will be collaborative and will foster collegiality and healthy competition in an atmosphere of support, trust, and shared values.

Leveraging Funds for Improvement Efforts

Directing Title I and Other Federal Funds

To establish and augment district capacity to successfully implement necessary interventions in priority, focus and other Title I schools and for state support to be provided to these districts, Oregon will assist districts in leveraging funds and require portions of Title I monies be set aside for implementation of interventions. Improvement funds allocated to schools under ESEA Title IA section 1003a were previously given as grants to schools in improvement status. These funds will be redirected to priority and focus schools.

Use of funds and selection of interventions will be largely directed by ODE with regard to priority schools, with significant collaboration and input from the districts. The CAP will provide specifics about implementing and funding of interventions addressing the turnaround principles through Oregon's five key areas of effectiveness. Districts will also be required to leverage other funding sources to create a cohesive and aligned system of continuous improvement that breaks down any dysfunctional silos preventing students from achieving.

Districts with priority and focus schools, beginning with the first full year of implementation of interventions, will be required to set aside up to 20 percent of their district-wide Title IA allocation to be used in conjunction with the school's Title IA allocation and any supplemental improvement funds (1003a) in support of improvement efforts. Excess funds in this district set aside will be released for other uses once the funding requirements for the CAP have been approved.

Districts serving other Title I schools that are identified as priorities for state improvement may adopt similar financial supports for improvement as outlined above. Districts with schools identified in this category will be notified of their status in the fall of each year coincident with the publication of the Oregon Report Card. No district will be required to set aside more than 20 percent of their Title IA allocation for improvement efforts no matter how many priority, focus, and/or other Title I schools in need of improvement exist within their district.

In the spring following notification, districts with identified schools will set aside a portion of the appropriate district level Title IA funds, or an amount equivalent to this, to be targeted at the necessary improvement interventions. This set aside may be as much as 20 percent but the final amount will depend on the number of schools within the district identified as in need of improvement.

Under these waivers, designation of districts as in need of improvement will no longer take place. Under section 1116(c)(7)(A)(iii) of ESEA Title IA, districts identified as in need of improvement are required to set aside at least ten percent of the district's total Title IA allocation to support staff development needs of teachers across the district regardless of whether the teacher works in a Title IA funded school or not. Because districts will no longer be designated as in need of improvement, the provision of section 1116(c)(7)(A)(iii) requiring this set aside will no longer apply. As of the 2012-13 school year, these funds will only be available for use within Title IA funded schools.

Focusing State Investment on Education Outcomes

As with many states in the union, Oregon is recovering from a severe and long-lasting economic downturn. Time and again this state has recognized the importance of our education system and has dedicated strategic funds to this end. Billions of dollars of the state's general fund are invested in education each biennium, with 98 percent of that amount flowing through the hundreds of entities delivering education. For those entities, Oregon's education funding is centered on inputs and enrollments across the education continuum. Budgets are too frequently developed, both at the state and local levels, based on current service levels without consideration or prioritization of the outcomes sought to be achieved. Ultimately, Oregon must shift delivery of education from something static to something that is constantly innovating and improving.

In an effort to continue to support the work now underway, the former Governor released his proposed budget for 2015-2017 with an emphasis on ensuring the system delivers on the three key pathways that measure progress towards the larger 40-40-20 goal: kindergarten readiness, all day kindergarten and third grade reading, high school and post-secondary completion, and the transition from education to career. The new budget proposal increases the budget by \$559.1 million, or 6.4%.

As various measures point us to those regions and institutions that are outperforming others, the list of programs and practices will be constantly refined and updated. For 2015-17 the strategic investments of state and local funds in evidence-based programs and practices such as: closing achievement gaps, teacher and leader effectiveness, and support for instruction in Science, Technology, Engineering, and Math (STEM) were allocated. The current budget proposal enhances new initiatives such as third grade reading and district improvement, while maintaining current initiatives including:

Closing achievement gaps: Each strategy for improving educational outcomes is aimed at improving and accelerating learning for all students, but Oregon must be courageous in addressing the achievement gaps that exist in our state between particular student groups and all students. We must make specific targeted investments aimed at ensuring progress for those student groups who are furthest from reaching outcomes. By specifically investing in programs and practices that have proven effective at greatly improving outcomes for students in poverty, students from historically underachieving racial and ethnic groups, English Learners (ELs), and migrant and highly mobile students, we will have an even greater opportunity for significant gains. Oregon must invest in programs such as preschool and kindergarten jump-start programs, extended day and summer learning time, bilingual education programs, culturally specific engagement and education for parents and caregivers, and mentoring programs aimed at first-generation college students.

Teacher and leader effectiveness: Of all the in-school factors influencing a student's success, effective teaching is the most significant. Oregon's investment in education must prioritize supporting early learning educators, teachers, administrators, school personnel specialists, post-secondary faculty and all system educators in doing their best work to improve student achievement, at every stage of their public school education. Additionally, Oregon must develop a strong pipeline of instructional leaders to positively impact teaching and learning processes. These efforts should be aligned, including educator preparation, licensing or credentialing; diverse and high quality preparation; candidate recruitment; and mentorship of new teachers and leaders; and ongoing, meaningful performance evaluations and professional development opportunities for all educators and learning support personnel.

Support for instruction in Science, Technology, Engineering and Math (STEM): In light of the emerging consumer economies of China, Brazil, and India, long-term economic growth is heavily dependent on growing the number of workers with STEM degrees—science, technology, engineering, and math. STEM graduates drive innovation, boost productivity, and ensure workers remain competitive in global export markets. Currently Oregon's education system is producing only about one third of the STEM graduates employers will need to satisfy new openings and replace the positions of

retiring baby boomers. Investments in STEM education are required to lift the math and science skills of younger learners, expose students to exciting STEM careers, and ensure access and affordability of degree attainment. These investments must include a review of the depth of STEM preparation for Oregon educators, particularly in the early grades, reviewing the depth of STEM curriculum across the PK-20 system, and incentives for obtaining STEM related degrees, certificates or other related post-secondary achievements.

Models that promote flexibility, innovation and individualized learning: Across high school and, to some extent, community college, the system suffers both financial and human costs with the inflexible and antiquated system of earning credit only through seat time. Students who fail a course in high school or enter community college ill prepared are required to repeat whole semesters rather than spending a few weeks or months demonstrating the skills or knowledge they lack. Students who could excel are held to the pace of the group, and may be asked to sit in study halls when they could be earning college credits through community college or on-line courses. The state must allow and incent districts and community colleges to design more individualized, innovative, flexible ways of delivering content, awarding credit, and tackling credit recovery and developmental education. Evidence is clear that students learn at their own pace and in their own way. Outcomes will be improved by offering opportunities for students to move more quickly through content they know, to dig in more deeply to content that engages them, and to receive more directed support on the areas in which they struggle.

Building District and School Capacity to Improve Student Learning

In passing Senate Bill 909, the Oregon Legislature committed to creating and sustaining a coordinated and integrated public education system. That legislation established the OEIB, appointed and chaired by the Governor, to oversee all levels of state education, improve coordination among educators, and to pursue outcomes-based investment in education.

As noted earlier, the Chief Education Officer (CEdO) leads the transformation of Oregon's public education system from preschool through higher education. The CEdO serves as the board's chief executive in the creation, implementation, and management of an integrated and aligned public education system. This work requires visionary leadership, skillful collaboration with legislators, educators, parents, and education stakeholders at the state and local level and the effective engagement of community members to build and implement the education system.

Oregon's CEdO oversee the process of ensuring all school districts and Education Service Districts (ESDs) enter into achievement compacts representing a coordinated effort to set goals and report results focused on common outcomes and measures of progress in all stages of learning and for all groups of learners. As achievement compacts and deeper diagnostic measures point to those districts and regions that are outperforming others, the OEIB will steer the state's investment toward the programs, services, tools, leverage points, and the community strategies that will make the biggest difference for learning.

Robust Early Learning System

Senate Bill 909 also created the Early Learning Council (ELC), serving under the OEIB, to streamline, oversee, hold accountable, and improve the outcomes achieved by the variety of programs and agencies that currently provided services to our youngest learners. House Bill 4165, which was recommended by the ELC and supported by the OEIB, passed in 2012. That legislation streamlines and coordinates administration of early learning, begins a process of improving accountability through community based coordinators of early learning services, initiates quality rating and improvement systems for early learning and development programs, directs implementation of early screening tools and a kindergarten readiness assessment, and directs the ELC to create a global budgeting, or the comprehensive children's budget, approach as part of the 2013-15 budget process.

Decades of research widely confirms that the seeds of adult success are planted early. Young children are at a critical point in brain development, one in which readiness to learn is optimal. A strong start in learning well before formal schooling pays off long term in educational attainment, job stability, and lower dependence on social services or involvement in the criminal justice system. Some of the best returns on investment at any level of learning come early, and Oregon is highly unlikely to raise achievement levels without more systematic investment in and monitoring of early learners. Using an outcomes and data driven approach, the state can position itself to know where to invest for the largest, most enduring outcomes, smoothing out an abrupt, even awkward transition for learners moving from prekindergarten to kindergarten and beyond.

Through the work of the ELC and key education partners, Oregon is aligned statewide early learning and development standards to promote school readiness and to ensure a seamless transition to public schools. The state promotes standard screening practices with referrals to ensure families are connected to community services, educates families about how they can support young children in the home, and teaches families how to access services. Oregon is in the process of adopting standard early childhood assessment tools and a universal statewide kindergarten readiness assessment to ensure all children are on track and prepared for school. These assessments identify children who need additional support early and make sure that support is effectively targeted to meet individual needs. For example, the Kindergarten Readiness Assessment was fully implemented in the 2014-15 school year across the state.

The Longitudinal Data System

Senate Bill 909 directed the OEIB to provide an integrated, statewide, student-based data system. The first phase allowed the state to monitor expenditures and outcomes to determine the return on statewide education investments. The value goes beyond that macro-level accountability and investment function. As the system continues to develop, the second phase should provide powerful new tools and data to support teaching and learning and will provide information to students and parents.

OEIB envisions the creation of a PK-20 data system and research function that will compile anonymous longitudinal student data from every level of education. This will allow the state to chart the progress of students with varying backgrounds and learning experiences as they enroll and complete programs. Student inputs and funding effects can be measured against student outcomes delivering information describing the return on investment called for in the legislation.

For example, in the initial phase, the return on education investment for K-12 schools will be calculated based on two primary data elements: state assessment score outcomes and district expenditures. The method accounts for differences in family incomes, the local cost of living, and enrollments in special education and identification of ELLs. These factors affect the challenges students face and the levels of support a district must offer to maximize achievement. Variations in student population thus become an important factor in the return on investment calculation. Districts with greater rates of student progress will have higher net return on investment. The most outstanding districts will have both delivered strong student progress and contained costs. This data will be measured annually allowing school districts to monitor and improve their specific student gains and spending patterns.

The goal of the return on investment calculations is to provide a useful diagnostic tool that allows educators and the state to better identify the investments that are both cost effective and achievement effective for replication or expansion.

The early childhood data system, required by Senate Bill 909, will give service providers and policy makers the information needed to improve outcomes for children by sharing key data related to each child's specific needs and progress. Programs will also gain insights that can help improve overall program delivery by identifying developmental areas that lagged the performance of students served by like programs.

The longitudinal data system will help inform educators across each learning stage about the paths that lead to student success and help identify emerging trends, gaps and opportunities that must be addressed by state and local education policy makers and educators. Future phases of the longitudinal data system will add tools that provide key information to classroom and program educators to help identify specific student needs, to spot trends, and to improve instruction and individual learner outcomes.

Research and Dissemination of Best Practices

Having achieved national attention as a leader in data-driven instruction, Oregon has worked to build its capacity to not only collect and use data at the classroom level, but to research that data and provide much deeper analysis of what is working across the continuum. Research and data will allow educators to become more rigorous about predicting the likelihood of dropping out on a student-by-student basis and understanding which conditions—inside and outside the school—raise the odds of graduation. Teachers need reliable and vetted resources proven effective with the learners in their classrooms, particularly those that are at risk for low achievement.

Further, the state uses the Continuous Improvement Network as a viable and effective strategy for disseminating research and best practices to all educators and communities. Collection and distribution of a high quality, comprehensive body of knowledge, expertise and research on proven or promising practices will provide a central way to collaborate with other educators across the state facing common challenges. As noted above, Oregon's existing ESDs – which receive an allocation from the State School Fund to provide school improvement services, research, technology, and shared administrative services to component districts – will continue in that role as either a provider or a member of the Continuous Improvement Network.

Oregon TELL Survey

Funded through the Network for Quality Teaching and Learning (HB 3233), the Oregon Department of Education, in partnership with the Oregon Education Investment Board, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Boards Association, Chalkboard Project and the New Teacher Center launched the statewide TELL survey in 2013-14. The purpose of the Teaching, Empowering, Leading, and Learning (TELL) Oregon Survey is to document and analyze how teachers and other educators view the teaching and learning conditions at their school. The anonymous survey provides valuable data for policymakers, educators, and stakeholders so they can make evidence-based decisions on policies and practices that will improve student achievement and teacher retention. More than 19,373 of the 32,609 (59 percent) educators in the state responded. Of the 19,373 responding, 17,418 were licensed educators (90 percent), 3 percent were principals, 1 percent were assistant principals and 6 percent were other education professionals. <http://www.telloregon.org/>

Schoolwide Implementation Framework for Transformation (SWIFT)

Oregon is currently engaged in the Schoolwide Implementation Framework for Transformation (SWIFT) working in partnership with the University of Kansas. Four Oregon school districts and sixteen schools implement a framework aimed at ensuring the success of every child. The SWIFT implementation work is committed to eliminating the silos in education by bridging general and specialized education to create powerful learning opportunities for students and teachers and promote active, engaged partnerships among families and community members. The SWIFT framework supports students who are struggling readers, gifted, living in poverty, students with disabilities, high achievers, culturally and ethnically diverse students, and those with the most extensive needs.

The SWIFT framework includes domains and features that are the building blocks of effective inclusive education. Research shows that it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated educational framework, and inclusive policies and practices to effectively meet the needs of all students, including students with disabilities and those with the most extensive needs.

K-12 Extended Learning Opportunities

An Oregon priority for students is a continuum of educational opportunities and supports. Extended learning opportunities are critical to students, their families, and the community. The vision for Oregon 21st Century Learning Centers (CCLC) funding recognizes the value of school-community relations that broadens and helps transform the school day. Oregon understands that learning is an accumulation of new knowledge, skills, values, and behaviors – a vital process resulting from all experiences within and outside school. Oregon will utilize 21st CCLC funds in order to expand ideas about where, when, and how learning occurs.

Using the freedom granted under this waiver, Oregon enhanced opportunities to unify all stakeholders, youth development programs, non-profits, and business, to provide schools with additional technical expertise, human capital and funding to support and enhance student achievement.

ODE works with stakeholders to create a seamless learning environment that strengthens school success through programs which a) include and incorporate youth development principles, b) are based on research focused on early warning indicators and interventions, and c) create opportunities for learning that leverage partnerships for the efficient use of funds. During spring 2012, ODE convened stakeholders to provide guidance and a framework for implementation of the new opportunities afforded by this waiver.

Wraparound Services, Guidance, and Support

Strong correlations between poverty and student achievement over a number of years demands that Oregon not ignore the need to substantially increase wraparound services to students. Numerous state-provided social and health services (e.g., Department of Human Services, the courts, foster care, food stamps, welfare, child protection, and behavioral health treatment) serve Oregon children. These impact a student's ability to learn.

In some cases, situations addressed by these related services become convenient explanations for educational failure. They should instead become bridges that reinforce learning in a seamless way, especially for children and families facing poverty, unstable family backgrounds, substance abuse, criminal records, and negative peer associations. Roughly 40 percent of Oregon's youngest children face such risk factors, are far less likely to arrive in school ready to learn, and even less likely to continue on to high school graduation and college. Providing the wraparound support should start early. Family resource managers could act as service brokers in areas organized around elementary school boundaries.

The OEIB has a strong interest in investing in wraparound services and community school models that bring social-service agencies, schools, child care and health organizations together to support children and families in the common goal of getting students to learn. Public and private partnerships must be created to focus community resources and commitment on evidence-based practices that make the most impact on child and youth outcomes.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Oregon selected Option A in its initial Flexibility waiver and submitted a plan and assurances to adopt guidelines for local teacher and principal evaluation and support systems by June 2012. ODE submitted interim state guidelines and received approval in 2012.

ODE requested and received approval to continue piloting summative evaluation models in the 2013-14 school year. In May 2014, ODE submitted an amended request that included a summative model which incorporates student learning and growth as a significant factor. In October 2014, Oregon received a conditional approval from USED because Oregon’s proposed guidelines did not set parameters around how teachers set their students learning and growth goals in tested grades and subjects. USED requested that ODE, in its ESEA renewal, provide additional parameters for districts around how teachers and principals set student learning and growth goals on tested grades and subjects to ensure rigor and consistency across the state.

This section of the waiver outlines Oregon’s final state guidelines which meet all ESEA Flexibility requirements, including resolution of Oregon’s outstanding issue related its conditional approval.

Background on Educator Effectiveness

An effective educator workforce is essential for improving student learning and achieving the state's 40/40/20 Goal. The state will not meet the demanding requirements for improving student achievement without effective teachers and leaders.

The federal ESEA Flexibility waiver provided our state an opportunity to design an educator evaluation and professional growth system that best meets the needs of our students, educators, and schools. The vision that has guided this work was to support student learning through a focus on high-quality practice and instruction, professional growth, and continuous improvement. A key element was a shared commitment to high standards for students and teachers alike and a strong foundation in research and best practice. The overall effort has resulted in a strong evaluation system based on collaborative leadership among teachers and administrators at the local level.

The creation of an educator evaluation system was a serious and deliberate process that took time and effort. Senate Bill 290, passed by the Legislature in 2011, provided the foundation and key elements to guide the development of educator evaluation and support systems. The Oregon Department of Education, under the leadership of the Governor, brought together a diverse workgroup to develop a framework for teacher and administrator evaluation and support systems based on other state models. This workgroup, which included teachers, administrators, and representatives from education advocacy organizations, worked over the course of a year to develop the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*.

Organizations that have played key roles in the educator effectiveness and evaluation work include:

- Oregon Education Investment Board (OEIB)
- Oregon Legislature
- Office of the Governor
- Oregon Department of Education (ODE)
- Oregon Education Association (OEA; Oregon's teacher union)
- Confederation of Oregon School Administrators (COSA)
- Oregon School Boards Association (OSBA)
- Teacher Standards and Practices Commission (TSPC; licensing agency)
- Oregon School Personnel Association (OSPA; school district human resources)
- Oregon School Districts
- Title I Committee of Practitioners (COPs; advisory committee)
- Oregon University System (OUS)
- Oregon Coalition for Quality Teaching and Learning (OCQTL)
- Oregon Association of Colleges for Teacher Education (OACTE; all public and private)
- Stand for Children (nonprofit)
- Chalkboard Project (non-profit)
- Northwest Regional Comprehensive Center (NWRCC)
- Oregon Leadership Network (OLN)
- State Consortium on Educator Effectiveness (SCEE)

Significant legislation enacted since 2011 has provided a solid policy platform to build and

support an educator evaluation and support system consistent with the ESEA Flexibility waiver criteria. This legislation is highlighted below:

Senate Bill 290

- State Board of Education, in consultation with TSPC, will adopt core teaching standards and administrator standards that improve student academic growth and learning by:
 - a. Assisting school districts in determining the effectiveness of teachers and administrators
 - b. Improving the professional development and classroom practices of teachers and administrators
- Core teaching standards and administrator standards take into consideration:
 - a. Multiple measures of teacher and administrator effectiveness
 - b. Evidence of student academic growth and learning based on multiple measures
- By July 1, 2013, school boards must adopt core teaching standards and administrator standards for all evaluations of teachers and administrators. The standards will be customized based on the collaboration of teachers and administrators and the exclusive bargaining representative of the employees of the school district.
- The new requirements apply to all evaluations of teachers and administrators occurring on or after July 1, 2013.

House Bill 3474

- Implements House Bill 3619 Task Force on Education Career Preparation and Development recommendations for:
 - a. Teacher preparation and professional development
 - b. Administrator preparation and professional development
 - c. Licensure
- Requires creation of a comprehensive leadership development system for administrators
- Directs preparation of a plan to encourage national board certification for teachers and administrators
- Creates the Educator Preparation Improvement Fund to improve preparation of teachers and administrators; allocates funds for incentive grants
- Directs the preparation of guidelines for uniform set of performance evaluation methods for teachers.

Senate Bill 252

- Senate Bill 252 provides funding for school districts to improve student learning through the voluntary collaboration of teachers and administrators to design and implement the integration of performance evaluation systems with new career pathways, research-based professional development, and new compensation models
- Provides the opportunity to support piloting the development of local evaluation systems following the state guidelines during the 2012-13 school year
- District applications must be approved by school district superintendent, chair of the school district board, and the exclusive teacher bargaining representative.

House Bill 3233

- In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board (OEIB) proposed key strategic investments to support Oregon's

attainment of the 40/40/20 Goal. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. Funded by the 2012 Oregon Legislature in HB 3233 for \$45 million, the Network is designed to invest in each stage of an educator's development from recruitment through teacher leader, including:

- Mentoring for new teachers and leaders in the state.
- Fully implementing, and supporting excellence in, systems of evaluation and support for teachers (SB 290).
- Significantly advancing the work of the school district collaboration grant.
- Supporting the implementation of Common Core State Standards (CCSS) statewide.
- Implementing the state English learners plan and other efforts aimed at supporting educators to close the achievement gap.
- Strengthening clinical partnerships in teacher preparation and reporting systems.
- Making progress toward the goals in the Minority Teacher Act.
- Developing a professional development portal/clearinghouse.
- Supporting the alignment of professional development systems to support school improvement.
- Support for rural educators' access to Network resources.
- Strengthening student centered teaching.
- Developing assessments of essential skills aligned to college and career readiness standards.
- Strengthening the Educational Equity unit at ODE.
- Providing professional development for early educators.

Oregon's state guidelines for local evaluation and support systems were developed on a strong foundation of legislative action and collaborative support, resulting in a coherent and comprehensive system of educator effectiveness. The table below highlights key legislation and events in Oregon's journey to date.

Year	Legislation	Action
2007	House Bill 2574	Legislation established the Oregon Mentoring Grant to support new teachers and new administrators; funding has been allocated in school years 2008-09, 2009-10, 2010-11, and 2011-12.
2007		The Oregon Leadership Network (OLN) was formed to strengthen educational leadership to increase equitable outcomes and improve student achievement and success, so that all students will meet or exceed state standards in reading and math. The vision of OLN is that there will be no performance gap between different ethnic or socioeconomic groups. OLN supports a comprehensive leadership network

		with equity at its core. (The work of OLN began in 2000 as the State Action for Education Leadership Project).
2007		The Chalkboard Project, a non-profit organization, launched the Creative Leadership Achieves Student Success (CLASS) project to support districts in the design and implementation of new models for career paths, professional development, evaluation, and compensation. Nearly 130,000 students and 7,000 teachers in 17 Oregon school districts have participated in the CLASS project.
2008		The National Commission on Teaching and America's Future (NCTAF) Forum on Teacher Quality was convened and engaged key stakeholders in setting goals to improve teaching practice.
2008		The Oregon Coalition for Quality Teaching and Learning (OCQTL) was established. The primary focus of OCQTL is to ensure that all educators and education leaders in Oregon have the skills and support needed to ensure that every student can be successful. The Coalition has been instrumental in advocating for key legislation including House Bill 3619, Senate Bill 290, and House Bill 3474.
2009		Advancing Longitudinal Data for Educational Reform (Project ALDER) was funded to develop a statewide longitudinal data system; including K-12 teacher-student linkage components to support instructional decision-making and analysis of teacher-level variables that may impact student achievement.
2010	House Bill 3619	Legislation established a taskforce on Education Career Preparation and Development to "develop a proposal for a seamless system of professional development that begins with career preparation and continues through employment as an educational professional." Taskforce recommendations were instrumental in the development of Senate Bill 290 and House Bill 3474.
2010		Oregon is part of the National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. The panel recommends strategies for transforming teacher education through clinical practice and partnerships.
2010		The Chalkboard Project received federal funding through the Teacher Incentive Fund (TIF) grant to support districts to develop new models for performance-based compensation.
2010		Oregon joined the State Consortium on Educator Effectiveness (SCEE), sponsored by the Council of Chief State School Officers (CCSSO), organized to engage cross-state action on key education workforce issues.

2011	Senate Bill 290	Legislation required the State Board of Education to adopt core teaching standards and educational leadership/administrator standards for evaluation of teachers and administrators that include consideration of (a) multiple measures of teacher and administrator effectiveness and (b) evidence of student academic growth and learning based on multiple measures, and (c) used in personnel decisions.
2011	Oregon Administrative Rule (OAR) 581-022-1723; 1724; 1725	Core teaching standards and educational leadership/administrator standards were adopted by the State Board of Education on December 2, 2011.
2011	Senate Bill 252	Legislation established the District Collaboration Grant to support funding for school districts to improve student achievement through the voluntary collaboration of teachers and administrators to design and implement new approaches to a) career pathways, b) evaluation processes, c) compensation models, and d) enhanced professional development opportunities.
2011		Oregon is participating in the Teacher Performance Assessment Consortium (TPAC), a consortium of 22 states involving 100 teacher preparation programs, to field test a teaching performance assessment system. The TPAC will create a body of teaching competence, providing a vehicle to improve teacher preparation programs, provide professional development to practicing teachers, and inform decisions about tenure of individual teachers. Oregon universities will be working on a statewide rubric for teacher work sample assessment.
2011	House Bill 3474	Legislation established the Educator Preparation Improvement Fund to create a comprehensive leadership development system for licensed administrators, and direct the preparation of a plan to encourage national board certification for teachers and administrators and the use of teaching and administrator standards in educator evaluations.
2012		TSPC adopted the <i>Learning Forward Standards</i> for professional development; educators' continuing professional development for license renewal must be aligned to the standards.
2012	OAR 581-022-1723 Revised	Former Governor John Kitzhaber requested the State Board to clarify, in rulemaking, the state's intentions and provide more specific guidance to school districts as they design their teacher and administrator evaluation systems consistent with Senate Bill 290 and the Elementary and Secondary Education Act (ESEA) waiver criteria. The Governor's letter, dated March 6, 2012, is attached (see Attachment 16).

2012		Oregon State Board of Education endorsed the Oregon Framework for Teacher and Administrator Evaluation and Support Systems
2013	HB 3233	Legislature provided funding (\$45M) for a comprehensive system of support for educators that included \$11.7M to support implementation of educator evaluation systems and CCSS in all districts.
2015	OAR 581-022-1723 to be revised	ODE will submit a revised OAR to include the Oregon Matrix Model for adoption by the State Board in May 2015.

Goal of Developing Effective Educator Evaluation and Support Systems

Evaluation matters because good teaching and good leadership are the most critical in-school factors contributing to a student's learning and success. The state and local school districts have a shared responsibility to support professional growth and practice of teachers and administrators through continual, job-embedded professional development and other ongoing professional learning opportunities. Meaningful evaluations are an important tool, among others, in a wider system supporting the professional growth process for each teacher and administrator. By conducting meaningful evaluations, a district sends a clear message that it believes in the crucial role educators play in meeting outcomes, and that it expects and supports continual professional growth and improvement. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Undertaking the work of designing, implementing, and monitoring an effective support and evaluation system for educators is both complex and time consuming; however, based on the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance to the state to meet its 40/40/20 Goal.

The goal of strengthening teacher and leader evaluation systems in Oregon is to ensure that all students are college and career ready by guaranteeing:

- improved student learning at all schools and for all students,
- effective teachers in every classroom,
- effective leaders in every school and district,
- elimination of the achievement gaps between the highest and lowest performing, student groups, while increasing achievement and success for every student, and
- continuous professional growth for teachers and leaders throughout their careers.

Oregon believes that these goals can only be met by developing systems of educator evaluation and support that engender trust, enhance professional learning, and motivate collaboration, shared responsibility and continuous improvement. For that reason, the Governor, OEIB, State Board of Education, and ODE are united with a broad constituency of

stakeholder groups in the following commitments:

- No public reporting of individual teacher data.
- Not supporting the use of standardized assessment data as the sole measure of student learning.
- Not supporting student growth as the sole component on which to base evaluation.
- Agreement that for an educator evaluation system to drive improvement of student outcomes, the data and information it provides must be used to improve instructional practices.

Overview of Oregon's State Guidelines for Educator Evaluation and Support Systems

The Educator Effectiveness Workgroup, established through the ESEA Flexibility waiver process, developed initial state guidelines for local evaluation and support systems in 2011-12. The Oregon Framework for Teacher and Administrator Evaluation and Support Systems (See Renewal Attachment 10) incorporates the requirements found in Senate Bill 290 and House Bill 3474 (described earlier), the state-adopted core teaching and educational leadership/administrator standards, and the ESEA waiver criteria set forth in this application. Oregon has school districts leading the way in developing strong and meaningful evaluation systems, including those participating in the Oregon District Collaboration Grants, CLASS Project and TIF grants, and others. ODE has drawn on this work to provide substantial guidance, technical assistance, and effective models to school districts. Using guidance from "A Practical Guide to Designing Comprehensive Teacher Evaluation Systems" by the National Comprehensive Center for Teacher Quality (NCCTQ), the workgroup proposed an elective state level evaluation system which specifies certain aspects of the evaluation model but allow local flexibility in others. This model is consistent with the tight-loose principle described throughout this waiver application. The state will ensure that certain components are part of the district models but allow for local flexibility in other aspects of the system.

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements:

- (1) Professional Standards of Practice
- (2) Differentiated Performance Levels
- (3) Multiple Measures
- (4) Evaluation and Professional Growth Cycle
- (5) Aligned Professional Learning

These five required elements establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

The state established research-based evaluation processes. To ensure local evaluation systems are valid, reliable and consistent with state guidelines, district evaluation systems must include the required elements described in the Oregon Framework. Districts may elect to

use model performance rubrics provided by the state or develop rubrics aligned to the state adopted teacher and leader standards. The state guidelines will ensure that local systems are rigorous and designed to support professional growth, accountability, and student achievement. In addition to state approval, in 2014-15 districts were required to submit their local evaluation systems to a regional Peer Review Panel to ensure not only compliance with the state requirements, but also to strengthen and validate the systems across the state. The peer review process was completed in 2015. The panel reviews have resulted in identified needs for technical assistance and identification of best practices to share statewide. The Peer Review Panel is described in a later section.

Oregon's framework includes criteria for both teacher and administrator evaluation and support systems. The state guidelines for local evaluation and support systems are consistent with the ESEA Flexibility criteria in Principle 3. The table below aligns Oregon's adopted statute and rules and proposed guidelines with the ESEA Flexibility criteria. The column on the right provides a summary of the adopted statute and rules followed by a description of proposed guidelines.

ESEA Flexibility Criteria	Oregon's Adopted Statute/Rules and Proposed State Guidelines
a. Used for continual improvement of instruction	<p>Statute and Rule: Senate Bill 290 and OAR 581-022-1723; 1724; 1725:</p> <ul style="list-style-type: none"> ▪ Requires districts to use core teaching standards from The Interstate Teacher Assessment and Support Consortium (InTASC) and administrator standards adopted by the State Board of Education in all teacher and leader evaluations. Both sets of standards emphasize continuous improvement of teaching and learning. ▪ Requires districts to use evaluations to strengthen the knowledge, skills, disposition and practices of teachers and administrators. <p>State Guidelines: The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused, relevant to the educator's goals and needs. All educators should have opportunities for professional growth to meet their needs, not only those whose evaluation ratings are below proficient.</p>
b. Meaningfully differentiated performance using at least three performance levels	<p>Proposed State Guidelines: Oregon's framework uses a rating scale based on four performance levels. Definitions of each performance level as applied to the standards of professional practice are described below.</p> <p>Level 1: Does not meet this standard; performs below the expectations for good performance under this standard; requires direct intervention to improve practice.</p>

	<p>Level 2: Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.</p> <p>Level 3: Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.</p> <p>Level 4: Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.</p> <p>District must use four levels but they may name the levels as desired (for example Level 1-ineffective, Level 2-emerging, Level 3-effective and Level 4-highly effective). Regardless of the terms used, they must align to the levels described in the framework. ODE has provided a list of approved research-based rubrics aligned to adopted core teaching standards and administrator standards. To ensure validity, districts must adopt or adapt these adopted rubrics for their local evaluation systems or show alignment to the standards if choosing to use a different rubric.</p>
<p>c. Use multiple, valid measures in determining performance levels, including as a significant factor, student growth for all students, including English language learners (ELLs) and students with disabilities, and other measures of professional practice</p>	<p>Statute and Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> ▪ The teaching and leadership standards take into consideration multiple measures of teacher effectiveness, based on widely accepted standards of teaching that encompass a range of appropriate teaching behaviors and that use multiple evaluation methods. ▪ The measures will take into consideration evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools and school districts. ▪ A school district board will include core teaching and administrator standards adopted by the State Board of Education for all evaluations of teachers and administrators of their school districts on or after July 1, 2013. The standards will be customized based on the collaborative efforts of teachers and administrators of the school district and the exclusive bargaining representative of the employees of the school district. <p>OAR 581-022-1724 Core Teaching Standards (InTASC): (1) The Learner and Learning a. Learner Development</p>

- b. Learning Differences
- c. Learning Environments
- (2) Content
 - a. Content Knowledge
 - b. Application of Content
- (3) Instructional Practice
 - a. Assessment
 - b. Planning for Instruction
 - c. Instructional Strategies
- (4) Professional Responsibility
 - a. Professional Learning and Ethical Practice
 - b. Leadership and Collaboration.

OAR 581-022-1725 Educational Leadership/Administrator Standards: Oregon's standards align with the Educational Leadership Constituents Council (ELCC) and the Interstate School Leaders Licensure Consortium (ISLLC) standards. They are unique in the nation due to the state's policy focus on equitable practice. Each of the six educational leadership/administrator standards includes specific language that highlights the need for equitable practice.

a) Visionary Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. [ISLLC Standard 1]

b) Instructional Improvement: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth. [ISLLC Standard 2]

c) Effective Management: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. [ISLLC Standard 3]

d) Inclusive Practice: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. [ISLLC Standard 4]

e) Ethical Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of

every student by acting with integrity, fairness, and in an ethical manner. [ISLLC Standard 5]

f) Socio-Political Context: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. [ISLLC Standard 6]

State Guidelines:

(1) Multiple Measures for Teacher and Administrator Evaluations

Oregon's teacher and administrator evaluation and support systems must include measures from the following three categories of evidence: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. All teachers and administrators will be evaluated on the standards using measures from each the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teaching and administrator practice as illustrated below. Evaluators will look at evidence from all three categories to rate performance on the standards of professional practice (i.e., Core Teaching Standards and Educational Leadership/ Administrator Standards) illustrated in the following graphic.

Categories of Evidence of Educator Effectiveness



(2) Student Learning and Growth

As with the state's accountability system, Oregon's guidelines for educator evaluation and support systems build on the belief that evidence of student learning and growth is significant to the work that teachers and leaders undertake. Oregon is committed to looking at evidence of student learning in ways that a) motivate student growth and provide clear goals for students and families; b) support Oregon's goal of learner-centered approaches to demonstrating proficiency / mastery in common core and other state standards; c) promote higher level thinking

skills and college and career ready behaviors; and d) recognize and learn from students, educators and systems that demonstrate higher than average gains, particularly for those students who are furthest behind.

Local evaluation of teachers and administrators will reflect a strong link to student learning, reflected as growth and proficiency based on Oregon's college and career-ready standards (including adopted Common Core State Standards). Systems will support teachers and leaders to become highly effective in helping students achieve at high levels to meet these rigorous standards (outlined in Principle 1).

Oregon statute (SB 290), OARs and the ESEA Flexibility criteria require local evaluation and support systems to incorporate a robust set of measures of student learning and growth for all students as a significant contributor to the overall performance rating of teachers and administrators. Student learning and growth means measures of student progress (across two or more points in time) and of proficiency/mastery (at a single point in time) in relation to learning standards, such as state or national standards. Student learning and growth is evidenced by valid and reliable measures that are comparable across schools in a district or school-wide.

At least two measures of student learning and growth must be employed at each school, grade, and subject in determining impact on student learning and growth:

- (1) Student Growth Percentiles (SGPs) based on the Smarter Balanced state assessment must be used as a measure where available; and
- (2) Additional district-determined measures comparable across schools, grades, and subject matter district-wide or school-wide as determined by the district may be used in conjunction with the Student Growth Percentiles scores to meet this requirement, and must be used when Student Growth Percentiles are not available.

The student learning and growth component represents the teacher's and administrator's impact on student's learning measured by multiple sources of data through the SLG goal setting process. Oregon has established the Oregon Matrix Model that includes student learning and growth as a significant factor in all educators' evaluations.

Teachers and administrators, in collaboration with their supervisors/evaluators, establish challenging and meaningful SLG goals, select evidence from valid and reliable measures, and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs in the classroom and allow teachers to choose goals based on the needs of their students and select appropriate measures that align with their goals. Administrator goals are

aligned to school and district goals.

ODE provides districts with state assessment data reflecting proficiency and growth, including multiple measures for students with particular needs, such as English language proficiency gains and alternative assessments for students with disabilities. The process for establishing SLG goals is described in the following sections on multiple measures for teacher and administrator evaluations.

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student learning and growth allows for the inclusion of all educators in the evaluation system, including those in non-tested subjects (e.g., the Arts, social sciences, career and technical education) and grades for which state tests are not administered. Student learning and growth goals and evidence from multiple measures, allow for demonstrations of deeper learning, such as key cognitive skills, academic behaviors, and other college and career readiness, to be considered in the evaluation.

The Model Core Teaching Standards (INTASC) are the foundation of teacher evaluation and support systems. The standards require that all teachers, including those in regular classrooms, learn to customize learning for learners with a range of individual differences, including students who have learning disabilities and students with cultural and linguistic diversity and the specific needs of ELLs. The standards also require that all teachers learn to work with other school professionals, such as special education teachers or ELL specialists, to plan and jointly facilitate learning on how to meet diverse needs of learners.

Through statewide and regional professional development all educators participate in professional development activities to develop a clear understanding of the standards and the expectations for classroom practice and performance. Teachers in regular classrooms will have the opportunity to develop the skills needed for working with special populations of students and meaningful collaboration with colleagues. Approved, research-based scoring rubrics that measure performance on the standards will be used in all teacher evaluations. Teacher performance data will inform needs for additional and on-going training to help general education teachers to develop these skills over time. ODE is working with partners to implement the Model Core Teaching Standards in teacher preparation programs to ensure all pre-service teachers develop these critical skills. In addition, specifically with regard to ELL, the English for Speakers of Other Languages (ESOL) Endorsement Work Group is exploring the possibility of pre-service programs requiring coursework towards ESOL endorsement; local or regional endorsement programs that may not require university coursework to help with cost of in-service education; and models for increasing the quality of pre-service and in-service clinical or practicum

experience for teachers.

While all Oregon teachers are held to the same standards of professional practice, where applicable, evaluation processes and tools will be differentiated to accommodate the unique skills and responsibilities of special education and ELL teachers. Evaluations based on multiple measures of student growth, professional practice, and professional responsibility allows appropriate customization of evaluations for special education teachers and ELL specialists. For these educators, meaningful, standards-based classroom measures provide another way to show concrete evidence of teachers' contributions to student growth where standardized tests for their particular subject, grade, or specialization are not available or appropriate.

Specialized skills and responsibilities for special education teachers may include, for example:

- Considerable knowledge of evidence-based instructional strategies for students with special needs
- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Considerable knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring specifically with Individualized Education Program (IEP) goals
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Considerable knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments
- Considerable knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties.

Specialized skills and responsibilities for ELL specialists may include, for example:

- Increase attention to home language and cultures
- Need to build connections between the students' school and home
- Assist teachers and administrators in employing appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using ELL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language

acquisition and child development

- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners
- Assist teachers in utilizing a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing
- Assist with implementing a balanced approach of direct teaching using authentic, literature based reading and writing opportunities
- Assist with district and school-wide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting ELL programs, disseminate information to appropriate district personnel and provide ongoing professional development, and make recommendations for program adjustments
- Provide constructive feedback to teachers in their approach and instruction in reading, writing, language development, and all curricular areas
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to ELL programs.

Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key – to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

- A. Professional Practice:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.
- a) Classroom Observation
 - *Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal*
 - b) Examination of Artifacts of Teaching
 - *Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work.*
- B. Professional Responsibilities:** Evidence of teachers' progress toward their own professional goals and contribution to school-wide

goals.

- *Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms).*

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

C. Student Learning and Growth: Evidence of teachers' contribution to student learning and growth.

Teachers establish two SLG goals annually and identify measures to determine goal attainment and specify what evidence will be provided to document progress on each goal.

There are two categories of measures for SLG goals outlined in Table 1. Category 1 is the Oregon state assessment for English Language Arts (ELA) and math. Category 2 measures include both commercially developed and locally developed assessments for non-tested grades and subjects. All assessments must be aligned to state or national standards and meet criteria to ensure quality. ODE has provided guidelines and criteria for selecting or developing valid and reliable assessments. Valid means assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results. ODE has also provided a list of commercially developed assessments that meet these criteria.

Each district determines if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1. Categories of Measures for SLG Goals for Teacher and Administrator Evaluations

Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon's state assessments <ul style="list-style-type: none"> ○ SMARTER Balanced ○ Extended Assessments¹ • Student Growth Percentiles (SGPs) 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide

	<p>2</p>	<ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria
<p>¹Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments.</p>			
<p>At least two measures of student learning and growth must be employed at each school, grade, and subject in determining impact on student learning and growth:</p>			
<ol style="list-style-type: none"> (1) Student Growth Percentiles (SGPs) based on the Smarter Balanced state assessment must be used as a measure where available; and (2) Additional district-determined measures comparable across schools, grades, and subject matter district-wide or school-wide as determined by the district may be used in conjunction with the Student Growth Percentiles scores to meet this requirement, and must be used when Student Growth Percentiles are not available. 			
<p>Multiple Measures for Administrator Evaluations</p>			
<p>The evaluation system must include a variety of evidence-based measures to evaluate administrator performance and effectiveness, based on the Educational Leadership/Administrator Standards (i.e., ISLLC). To provide a balanced view of administrator performance, evaluations of all building administrators (i.e., principals, vice-principals) must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key – accomplished through a collaborative process involving teachers and administrators. The measures listed under each category are provided as examples.</p>			
<p>(A) Professional Practice: Evidence of school leadership practices, teacher effectiveness, and organizational conditions met through observation and review of artifacts.</p>			
<p><i>Examples: 360° feedback, feedback to teachers, surveys developed</i></p>			

collaboratively with staff (re: instructional leadership, teacher/student climate), staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, staff meetings, teacher observations, summative and formative teacher evaluation.

- (B) **Professional Responsibility:** Evidence of administrators' progress toward their own professional goals and contribution to school-wide and district goals.

Examples: administrator reflection, self-report, professional goal setting, school-wide improvement goals, data committee meetings, portfolios, parent and community involvement, decision-making, professional development log, staff retention rate, collaborative leadership, school-wide budget, master schedule, teambuilding, teacher evaluations.

- (C) **Student Learning and Growth:** Evidence of administrators' contribution to school-wide student learning and growth.

Administrators, in collaboration with their supervisor/evaluator, will establish two SLG goals annually. Administrator SLG goals and measures should align with Achievement Compact indicators where applicable:

- Grade 3 proficiency in reading and math, as measured by meeting or exceeding benchmark on the Smarter Balanced assessment.
- Grade 6 on-track, as measured by rates of chronic absenteeism.
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism.
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment.
- Four- and five-year cohort graduation and completion rates.
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

Goal Setting for Student Learning and Growth

Teachers and administrators, in collaboration with their supervisor/evaluator set two SLG goals aligned to state or national standards for their students and use valid and reliable assessments to measure their progress toward these goals

Goal setting for student learning is an important process for every Oregon educator. Educationally meaningful, measurable goals provide a clear path for teacher and students to succeed. Setting student learning goals helps ensure that lesson design, instruction, and assessment result in learning for all students and for administrators to ensure that teachers have the instructional support they need to help students achieve.

Student SLG goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid, reliable, and developmentally appropriate for the curriculum and the students being taught. The collective set of a teacher's goals should address all of his or her students. District priorities, school goals, and classroom goals should be aligned, wherever possible.

ODE has developed *Guidance for Setting Student Learning and Growth Goals* (see Attachment 10), a document to assist districts with the SLG goal process. The guidance document describes the required components of SLG goals, the steps for SLG goal setting, and a state SLG scoring rubric. (See Renewal Attachment 10)

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slsg-guidance.doc>

Features of the SLG Goal Setting Process

- Educators review baseline data and create goals that measure the learning and growth of their students. Goals span a school year or complete course of study (e.g. semester, trimester).
- Educators collaborate with supervisor/evaluator to establish SLG goals. Teachers may collaborate to establish SLG goals for their grade levels, departments, or curricular teams.
- Educators establish two SLG goals and identify strategies and measures that will be used to determine progress toward goal attainment. They also specify what assessment will be used for evidence to document progress.
- Educators must include all required components of SLG Goals. ODE has provided a template (outlined below). During the collaborative planning process, the educator and supervisor/ evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals. (SMART = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked)
- Educators meet with supervisor/evaluator to discuss progress for each goal at a mid-point and at the end of the cycle. Generally, goals remain the same throughout the year, but strategies for attaining goals may be revised.
- Educators, along with their supervisors/evaluators, reflect on the results and determine implications for future professional growth planning. Educators must use the state SLG Goal Quality Checklist and SLG Scoring Rubric provided in the SLG guidance document to score their goals.

The SLG guidance document provides a goal setting template and examples. ODE will continue to work with districts to identify and develop a bank of examples across grade levels and content areas. Professional development on SLG goal setting was provided in regional trainings during 2012-13 and 2013-14 and has been an on-going focus of professional development in 2014-15 through the regional Educator Effectiveness/CCSS Professional Learning Team conferences.

Student Growth Percentiles

To ensure consistent and rigorous learning targets, teachers and principals will use Student Growth Percentiles (SGPs) where available based on Smarter Balanced state assessments. SGPs are derived from Oregon's Student Growth Model and measure growth for an individual student by comparing the change in his or her achievement on state assessments (Smarter Balanced) to that of his or her "academic peers" (those having similar historical assessment results). Districts will determine student growth for an educator based on the median Student Growth Percentile. The median SGP represents the exact middle of the students' SGP scores.

The SGP process will go into effect in the 2015-16 school year using Smarter Balanced assessments administered in spring 2016.

Districts will have two options from which to choose for using SGP data in educator evaluations. The following steps apply to both options:

1. In the fall, districts determine student rosters that are verified by educators in the following spring.
2. In the summer, ODE produces Student Growth Percentiles for every student in the State who takes the standardized assessment, and then ODE provides the percentiles to districts.
3. When districts receive the standardized assessment data from ODE, they use the State Median Student Growth Percentiles Criteria (see table below) to determine the educator's Category I Student Learning and Growth rating.

State Median Student Growth Percentile criteria

Ratings Based on SGP	Much Less than Typical	Less than Typical	Typical	More than Typical
Category 1 Rating	1	2	3	4
Median SGP	1 to 34 th percentile	35 to 49 th percentile	50 to 64 th percentile	65 to 99 th percentile
Interpretation	Majority of your students have low growth	Majority of your students have below average growth	Majority of your students have above average growth	Majority of your students have high growth

Option A:

In option A, the educator’s Median SGP rating is used to determine the Category I Student Learning and Growth rating as described in step 3 above (Table 1).

Option B:

For option B, the educator sets a SLG goal at the beginning of the year or course. At the end of the goal cycle, the evaluator compares the educator’s Student Learning and Growth rating with the median Student Growth Percentile rating to determine the combined Category 1 SLG rating (see table below).

Matrix for Determining Combined Category 1 SLG Rating

Median SGP	4	3 (SLG Inquiry)	3 or 4 (SLG Inquiry)	4	4
	3	2 or 3 (SLG Inquiry)	3	3	4
	2	2	2	3	3 (SGP Inquiry)
	1	1	2	2 (SGP Inquiry)	2 or 3 (SGP Inquiry)
		1	2	3	4
		SLG			

Student Learning and Growth (SLG) Inquiry:

In order to determine an educator’s combined Category 1 SLG rating, the following must be initiated by the evaluator. With the educator:

- Collaboratively examine the student growth data shown on statewide assessments compared to data from the Student Growth Percentiles to evaluate the rigor and attainability of the SLG goals set at the beginning of the year.
- Collaboratively examine whether the SLG goals adequately provided tiered or differentiated goals from the baseline data.

Student Growth Percentile (SGP) Inquiry:

In order to determine an educator’s combined Category 1 SLG rating, the following must be initiated by the evaluator. With the educator:

- Collaboratively examine the student growth data shown on statewide assessments compared to data from the Student Growth Percentiles to evaluate the rigor and attainability of the SLG goals set at the beginning of the year.
- Collaboratively examine whether the SLG goals adequately provide tiered or differentiated goals for students from the baseline data.
- Collaboratively examine and take into consideration context and whether any special circumstances exist for the students or classroom as a whole that may have impacted the median SGP.

	<p>SGP data are not available until summer; therefore districts may conduct an end-of-year evaluation for these educators, including performance on Professional Practice & Professional responsibilities and their Category 2 SLG goal in the spring. The final summative evaluation would be completed when the state assessment and SGP data are available in the summer/fall.</p>
<p>d. Evaluate teachers and principals on a regular basis</p>	<p>Statute and Rule: Senate Bill 290 and OAR 581-022-1723: A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district.</p> <p>State Guidelines: Oregon's local evaluation and support systems will evaluate teachers and administrators on an established cycle:</p> <ul style="list-style-type: none"> ○ Probationary teachers - annually ○ Contract teachers – every two years ○ Probationary Administrators – annually ○ Administrators – every two years
<p>e. Provide clear, timely, and useful feedback to guide professional development</p>	<p>Statute and Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> • Adopt teaching and administrator standards to improve student academic growth and achievement by improving the professional development and the classroom and administrative practices of teachers and administrators. • Establish a formative growth process for teachers and administrators that support professional learning and collaboration with other teachers and administrators. • Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator. <p>State Guidelines:</p> <p>The Oregon Framework outlines the Evaluation and Professional Growth Cycle for teacher and administrator evaluations:</p> <p>Step 1: Self-Reflection Based on the standards of professional practice the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.</p> <p>Step 2: Goal Setting (<i>SLG goals and professional goals</i>)</p>

Based on the self-reflection, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and SLG goals. SMART goals are used as a tool for effective goal setting.

Step 3: Observation and Collection of Evidence (*Multiple measures*)

The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities and student learning and growth to inform progress throughout the process of evaluation.

Step 4: Formative Assessment/Evaluation (*Analysis of evidence, Professional conversations, and Professional growth*)

The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts including analysis of evidence, professional conversations, and professional growth. Both the educator and the evaluators analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth and needed improvement and helps the educator make adjustments in his/her practice.

The district's evaluation cycle must include multiple observations and on-going feedback for teachers and principals each year whether the educator is on a one-year or a two-year evaluation schedule. Regular feedback is required and must be aligned to professional growth opportunities for continued improvement of instructional and leadership practice.

Step 5: Summative Evaluation

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator's performance against the standards of professional practice and progress toward student learning and growth goals.

Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. Oregon's Matrix Model is used for the summative evaluation.

Oregon Matrix Model

Oregon is committed to ensuring that summative evaluation represents a holistic judgment of the teacher's or administrator's performance based on the Standards of Professional Practice and of his/her impact on student learning and growth. Oregon's model leverages standards-based practice to support learning, provide a clear connection to professional growth and continuous improvement, and support collaborative leadership around educator practice within each school. It supports both student learning and

	<p>educator practice and growth.</p> <p>Features of Oregon’s Matrix Model for summative evaluations of teachers and administrators:</p> <ul style="list-style-type: none"> • The model combines multiple measures of professional practice, professional responsibilities, and student learning and growth. • Student learning and growth accounts for 20 percent with an inquiry process of the overall summative rating. • The summative evaluation results in a single overall performance rating and a professional growth plan. • The Y-axis represents the combined performance level for professional practice and professional responsibilities (PP/PR) and the X-axis represents the performance level for SLG. • The educator’s professional growth plan and overall summative performance level are determined by the intersection of the Y- and X-axes. • When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy. • SLG goal measures must be comparable statewide, district-wide, or school-wide. State assessments must be used for tested grades and subjects. • SLG goals are scored using a statewide scoring rubric for consistency and comparability. <p>Details and a graphic of the Oregon Matrix Model are provided in <i>Oregon’s Matrix Model for Educator Summative Evaluations</i>. (See Renewal Attachment 10)</p> <p>All districts must use the Oregon Matrix for all teacher and administrator summative evaluations during the 2014-15 school year to determine a Professional Growth Plan and overall performance level.</p> <p>The 2014-15 school year is a transition year for Oregon’s state assessment from OAKS to SMARTER Balanced; during this transition, teachers in tested grades and subjects and principals are not required to use SMARTER Balanced but will use another district-wide or school-wide assessment during the 2014-15 school year for both of their SLG goals.</p>
<p>f. Will be used to inform personnel decisions</p>	<p>Statute and Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> ▪ Adopt teaching and administrator standards to improve student academic growth and achievement by assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions. <p>State Guidelines: School districts must describe in policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).</p>

Development of State Guidelines for Local Evaluation and Support Systems

Phase 1 – Draft Guidelines

In October 2011, the Educator Effectiveness Workgroup was established through the ESEA Flexibility waiver process. The purpose of the workgroup, in collaboration with ODE and the Governor's office, was to create state guidelines that establish the parameters for local educator evaluation and support systems that comply with Senate Bill 290 and OARs 581-022-1723, 1724, and 1725 (see Attachment 16).

The workgroup was comprised of 24 stakeholders with representatives from ODE, TSPC, OEA, K-12 teachers and administrators, human resource offices, public and independent university teacher preparation programs, local school boards, and non-profit education advocacy organizations.

Teachers, administrators, and other key stakeholders were involved in the development of Senate Bill 290 and the review of OARs, which provide the foundation for this work.

Phase 1 in the development of the guidelines involved a review of current education practices, research, other state models, and consultation with national experts. The workgroup met from October through November 2011 in large group meetings, webinar meetings, and small subgroup meetings to recommend, discuss, and reach consensus on the proposed guidelines.

Phase 2 – Targeted Stakeholder Feedback

From January through June 2012, ODE and key partners, including OEA, TSPC, COSA, OSBA, OCQTL, OACTE, OSPA, Educational Service Districts (ESD), OLN, and others engaged teachers, principals, and other stakeholders across the state in a review of the guidelines to inform and elicit feedback.

ODE conducted work sessions for the Oregon State Board of Education to discuss policy and implementation of the state guidelines for evaluation and support systems. Pilot districts presented information about their design and implementation.

ODE and key partners have conducted outreach to their constituent groups and convened forums around the state targeted to teachers and administrators. The purpose of the outreach and forums was to develop a common vision for educator effectiveness and to solicit feedback on the proposed state guidelines for local evaluation and support systems.

Following the gathering and synthesis of feedback, the Educator Effectiveness Workgroup made final recommendations to ODE on the state guidelines in May 2012. In June 2012, the State Board of Education endorsed the Oregon Framework (state guidelines) and adopted revisions to the OARs for teacher and administrator evaluation reinforcing the state guidelines.

ODE has continued to reach out to educators in 2013-14 and 2014-15 through statewide Professional Learning Teams established in all districts to support professional learning and

implementation of educator evaluation systems and CCSS.

Six district focus groups were conducted with teachers and administrators in December 2014-January 2015 to receive input on the Student Growth Percentiles options. ODE staff made presentations and solicited input from various stakeholder advisory groups in January-March 2015. ODE also posted a video and PowerPoint presentation describing the SGP options with an online feedback survey.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Piloting State Guidelines for Evaluation and Support Systems in Districts

During the 2012-13 school year, the Oregon Department of Education (ODE) worked with 14 school districts to pilot the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. The pilot was designed to test and refine the state guidelines and study particular models for including student learning and growth as a significant factor in summative teacher and administrator evaluations.

The pilot was designed to test, evaluate and improve the student learning and growth goal setting process to ensure validity and reliability across the system, ensure selected measures are valid and reliable reflections of teachers’ and principals’ contributions to student learning, and ensure uses of the process supports instructional and leadership improvement, and comparable across schools and districts.

Twelve of the 14 pilot districts were Senate Bill (SB) 252 District Collaboration Grant districts. The SB 252 grant provided funding for school districts to improve student achievement through the collaboration of teachers and administrators to implement new approaches to the following four focus areas: career pathways, evaluation processes, compensation models, and enhanced professional development opportunities for teachers and administrators. The SB 252 grant also required piloting the Oregon Framework for Teacher and Administrator Evaluations aligned with SB 290 and ESEA Flexibility requirements. Two additional pilot districts were sponsored by the Oregon Education Association (OEA) and ODE to pilot SB 290 teacher evaluation systems and a matrix model for including student learning and growth developed by OEA. Within the 14 pilot districts, 331 teachers and 75 administrators from 82 schools piloted student learning and growth as a component of their summative evaluations.

Districts piloted two different methods for combining student learning and growth in summative evaluations: (1) Percentage model - weighting a percentage of student learning and growth (between 20-40 percent); and (2) Matrix model - summative rating for professional practice and

professional responsibilities correlated with a score based on progress toward student learning and growth goals and aligned with a professional growth plan.

ODE worked with Portland State University (PSU) Center for Student Success and the Northwest Comprehensive Center to collect and analyze data from the pilot districts. ODE and researchers believed the pilot timeframe was not long enough to study and compare the validity and reliability of the two summative models. ODE requested an additional year to allow a more complete study and deeper analysis to make a final determination for how student learning and growth should be included as a significant factor.

ODE received approval from the U.S. Department of Education (USED) to continue piloting a second year to give researchers time to fully review the efficacy, reliability, and comparability of the models. In 2013, ODE contracted with the American Institutes for Research (AIR) to gather and analyze results to determine Oregon’s final summative model. The study consisted of two parts:

1. Part A evaluated the SLG goal-setting process and resulting goals to ensure the system is valid and rigorous, consistent, and implemented with fidelity
2. Part B evaluated the impact of two scoring models (percentage and matrix) on teacher and administrator ratings.

During February- April 2014, ODE convened a coalition of key partners (COSA, OEA, Chalkboard, and OEIB) and educators from pilot districts to review data from AIR’s analysis and participate in a decision-making process to develop a summative model (or models) with student growth as a significant factor and statewide comparability. Through the combination of the AIR analysis and input from pilot districts, Oregon arrived at a single summative model that will leverage standards-based practice to support learning, provide a clear connection to professional growth and continuous improvement, and support collaborative leadership around educator practice within each school. AIR’s analysis and findings is outlined in *Oregon Pilot on Student Learning and Growth Summative Evaluations Models* and the Oregon Matrix Model for Educator Evaluations is described in Attachment 10.

ODE Process for Reviewing and Approving District Systems

The state guidelines and Oregon Administrative Rule (OAR) 581-022-1723 adopted by the State Board of Education requires all school districts to implement a teacher and administrator evaluation and support system compliant with those guidelines. Using the state guidelines as the basis for all local evaluation systems will ensure that local systems are rigorous and designed to support professional growth, accountability, and student achievement. ODE has established a process to ensure all districts are implementing high quality evaluation systems aligned to the state requirements. Recognizing that the development and implementation of a high-quality evaluation system occurs over time, Oregon’s process has been designed in three phases:

Phase 1: In 2013, all Oregon school districts submitted SB 290 District Assurances to ODE, assuring that their developing evaluation systems were aligned to the state requirements outlined in the Oregon Framework and approved by ODE.

Phase 2: In 2014-15, all Oregon school districts participated in a Peer Review Panel (PRP) facilitated by the Education Service District in their region. Each district team completed an appraisal of their local system based on quality indicators aligned to the state requirements

(Senate Bill 290/ESEA waiver) and presented their evaluation systems to a panel of educators. Together, the district and panel identified strengths and gaps and identified next steps for the districts to ensure fully implemented systems. Details of the PRP process are found on the ODE website at: <http://www.ode.state.or.us/search/page/?id=4119>.

This process is intended to help districts identify areas where they may need assistance. ODE will provide statewide professional learning opportunities, regional implementation support, and monitor district progress.

Phase 3: Beyond 2015, districts will continue to monitor and adjust their local evaluation and support systems through the districts' continuous improvement process and plans (CIP). ODE will monitor progress through existing accountability processes, including: the district continuous improvement process, focus and priority school accountability, and federal and state monitoring.

ODE collects educator effectiveness data aggregated at the school level from districts showing how many teachers were rated at levels 1, 2, 3 and 4 in each school. Principal data are similarly collected and aggregated at the district level.

The general timeframe and processes used to ensure each district develops, adopts, pilots, and implements high-quality educator evaluation and support systems consistent with state guidelines are outlined below:

2012-2013/2013-14: ODE pilots Oregon Framework in selected districts

- During the 2012-13 school year, ODE worked with 14 school districts to pilot the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. The pilot was designed to test and refine the state guidelines and study particular models for including student learning and growth as a significant factor in summative teacher and administrator evaluations.
- During 2013-14, ODE contracted with AIR to analyze data from the pilot districts.
- May 1, 2014, ODE submitted to USED for approval amended guidelines with a specific method for incorporating student learning and growth as a significant measure of teacher and leader effectiveness consistent with the requirements of ESEA Flexibility.

2012-2013: All districts develop local evaluation and support systems consistent with state guidelines

- During the 2012-13 school year, ODE worked with partners to provide professional development to all districts to develop common understanding of the evaluation framework and required elements. In fall 2012, ODE collaborated with partners to conduct a statewide Educator Effectiveness Summit, with a focus on teacher and principal evaluations, for district teams followed by regional support and networking opportunities. The goal was to build capacity regionally to support high quality implementation. Districts received tools to conduct a self-assessment of their current evaluation and support systems aligned with the state criteria. Districts design teams with members of administrative staff, teachers, principals, teachers union, and the local school board worked collaboratively to conduct the district self-evaluation and to design their local educator evaluation and support systems.

All districts submit revised evaluation and support systems and implementation plan; ODE review, approve and identify technical assistance needs

- By July 1, 2013, all school districts were required to submit to ODE revised evaluation and support systems aligned to the amended state guidelines and an implementation plan with

local school board approval. The district's evaluation and support system and implementation plan included the following assurances:

- State adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards
 - If the district is using other standards, attach a crosswalk of those standards to the state adopted standards
 - State approved scoring rubrics and four performance levels
 - District selected multiple measures from the three categories of evidence: (1) professional practice, (2) professional responsibilities, and (3) student learning and growth (as a significant factor). The district's student learning and growth goal setting process must demonstrate opportunities for teachers and principals to meet with their supervisor/evaluator to discuss progress for each goal and receive feedback during the year and at the end of the year (at least two times a year for each goal).
 - Professional growth and evaluation cycle, including use of evaluations for personnel decisions. The district's evaluation cycle must demonstrate multiple observations and on-going feedback for teachers and principals each year whether the educator is on a one-year or a two-year evaluation schedule.
 - Aligned professional learning opportunities - the district's cycle will demonstrate how professional learning for continuous improvement is aligned with the evaluation feedback.
 - A plan for training all staff and evaluators on the local evaluation system
- Prior to September 1, 2013, ODE reviewed and approved all districts' evaluation and support systems/implementation plans and assurances and determined statewide and regional professional development and technical assistance needs for the 2013-14 school years.

2013-2014: All districts will begin implementation of local evaluation and support systems

- According to SB 290, all districts must implement the new evaluation requirements after July 1, 2013. During the 2013-14 school year, all districts began to implement the state guidelines outlined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems (state guidelines). During the first year, districts must implement a student learning and growth goal setting process (i.e. all teachers and administrators), in collaboration with their evaluators, must establish two student learning and growth goals, identify appropriate measures, monitor student progress, and examine results. However, the student learning and growth results were not factored into the educators' summative evaluations in 2013-14. Districts had opportunities to refine and study learning and growth impacts as well as to refine and strengthen the process for student growth goal setting and calibration.
- Training, professional development, and technical support will be provided regionally. Districts will test reliability and validity of local evaluation systems. Teachers, principals, district staff and evaluators participating in the district pilot will receive training on the local evaluation system.

2014-2015: All districts fully implement local evaluation and support systems

- During the 2014-15 school year, all districts are required to fully implement their local evaluation systems including student learning and growth and continue training for all schools, staff and evaluators.

- ODE provided statewide training on the final state guidelines and the Oregon Matrix Model, Student Learning and Growth goals, and Inter-Rater Reliability to Oregon school districts through the Professional Learning Team Conferences in June 2014 and in 2014-15.
- ODE partnered with Chalkboard to provide Inter-Rater Reliability training for districts in regions throughout the state.

2013-2015 ODE will establish a regional Peer Review Panel Process

During the 2013-14 and 2014-15 school year, ODE in collaboration with stakeholders developed and piloted a regional process using Peer Review Panels to ensure quality systems and alignment with state guidelines.

By July 1, 2015 all districts present local evaluation and support systems to a Regional Peer Review Panel

- By July 1, 2015, all school districts must present their local evaluation and support systems to a Peer Review Panel. Districts provided documentation and validation of the required elements, including sample Student Learning and Growth goals. The review resulted in a plan for next steps and identified needs for technical assistance and identification of best practices that will be disseminated statewide. ODE staff attended Peer Review Panels in each region to monitor the quality of the process.

For ongoing monitoring and support, implementation of local educator evaluation systems is aligned with the state's accountability system. Districts are required to conduct an annual self-evaluation relative to school improvement indicators. For some priority and focus schools, the self-evaluation and initial diagnosis may suggest deficiencies in the key areas of educator effectiveness and/or teaching and learning. In those cases, the team conducting the deeper diagnosis will review the districts' educator evaluation tools and processes for compliance with law. Comprehensive Achievement Plans (CAPs) for those schools where these tools or processes are deficient would direct a process and timeline for development or revisions. Even more significantly, the focus and priority schools with work to be done in the areas of educator effectiveness will be given significant support, and in some cases direct intervention, in supporting educators to do their best work.

All districts will have access to the Continuous Improvement Network's supports and information resources. The Continuous Improvement Network serves to provide peer support, sharing of resources, best practices implementation support, and shared services in an effort to ensure continuous improvement for all districts.

Involvement of Teachers and Principals

School districts are required to develop or modify local evaluation processes in collaboration with teachers and administrators. SB 290 and OAR 581-022-1723 requires the collaborative efforts of teachers with their exclusive bargaining representatives and administrators. Building on lessons learned, a collaborative process among teachers and administrators is more likely to result in meaningful evaluations as demonstrated in the Oregon District Collaboration Grants, CLASS Project, and TIF grants.

During the 2011-12 and 2012-13 school years, ODE facilitated an Educator Effectiveness Workgroup comprised of a variety of stakeholders. Practicing teachers and OEA were active members of the workgroup providing input and recommendations on the development and adoption of the state guidelines.

ODE has an excellent collaborative relationship with OEA. Staff at OEA have partnered with ODE on planning for and presenting at all of the statewide summits, regional workshops, and piloting the Oregon Framework and student learning and growth summative models. OEA participates in the Educator Effectiveness Workgroup ensuring strong teacher voice in the discussion and recommendations. OEA has been very supportive and a strong advocate for this work reaching out to teachers across the state. They have provided technical assistance on the evaluation and support system to 120 districts and provide professional development on educator effectiveness at their regional conferences and statewide institutes.

In the 2013-14 and 2014-15 school years, ODE provided funds to every school district and ESD to support Professional Learning Teams (PLT), which were comprised of at least 50% teachers. The PLTs are leaders of professional learning in their schools and serve as liaisons to ODE to support the implementation of Educator Effectiveness (SB 290) and the Common Core State Standards (CCSS) to improve educator practice and increase student achievement. Through this support ODE's goal is to reach every school, classroom and teacher in the state.

Timeline for Development, Adoption, and Implementation

Timeline	Activities	Responsible Parties	Resources	Challenges
<p><u>2011-12 Focus:</u> Develop and adopt state guidelines</p> <p>Stakeholder input</p> <p>Revise/adopt OAR 581-022-1723</p>	<ul style="list-style-type: none"> State Board adopt OARs related to SB 290 in December 2011 Establish stakeholder workgroup and develop the Oregon Framework for Teacher and Administrator Evaluation and Support Systems Collaborate with partners to review and provide input on the framework Disseminate framework to all school districts Develop an ODE Educator Effectiveness website to communicate and share resources statewide Enhance current state's data system aligned to adopted framework requirements 	<p>ODE/Educator Effectiveness Workgroup</p> <p>Oregon State Board of Education</p> <p>ODE Partner Agencies/ Organizations.</p>	<p>ODE staff</p> <p>Stakeholder workgroup</p> <p>National and international research on educator evaluation systems</p> <p>Presentations/ consultations with national experts (Laura Goe, Charlotte Danielson, Linda Darling-Hammond) sponsored by partner organizations (OEA, COSA, Chalkboard)</p> <p>Districts in Chalkboard Project and TIF grant pilots</p> <p>Leveraged funds.</p> <p>State data system</p>	<p>Aggressive timeline</p>
<u>July/August</u>	<ul style="list-style-type: none"> ODE, evaluators and 	ODE/Contractor	ODE staff	

<p><u>2012:</u> Design pilot study</p> <p>Conduct orientation and training for pilot schools/districts</p>	<p>experts design pilot study - includes models for student growth</p> <ul style="list-style-type: none"> • Host orientation for pilot school/districts • Conduct framework training for District Collaboration Grant coaches and the Network 	<p>Consultants</p> <p>Network Leadership Coaches</p> <p>Pilot Districts/Design Teams</p>	<p>Training materials</p> <p>Oregon District Collaboration Grant, SIG, Title I and IIA funds</p> <p>Adopted Oregon Framework for Teacher and Administrator Evaluation and Support Systems</p>	
<p><u>2012-13 Focus:</u> Launch pilots in selected schools/districts.</p>	<ul style="list-style-type: none"> • Coaching network and ODE provide coaching/technical assistance • Facilitate evaluator training for pilot school/districts • Collect data and information on alignment of framework to local teachers and principal evaluation systems • Facilitate a network of pilot sites to share best practices • Analyze and disseminate pilot results statewide • ODE adjust framework as needed based on pilot information 	<p>ODE/Contractor/ Pilot Leadership Coaches</p> <p>Pilot Districts</p> <p>The Network/ESDs</p>	<p>ODE staff</p> <p>Network staff</p> <p>Leveraged funds</p>	<p>Adequate funding for statewide support and technical assistance/networking</p> <p>Short timeline for a pilot</p>
<p><u>2012-13 Focus:</u> Statewide professional development to build understanding of framework</p> <p>Regional technical assistance to support districts</p> <p>Provide on-line professional development modules</p> <p>Districts</p>	<ul style="list-style-type: none"> • Conduct statewide Educator Effectiveness Summit in Fall 2012. • Coordinate regional professional development, support and networking for all school districts through the regional ESDs and the Network • Districts establish design teams and a collaborative process • Districts design/re-design of their local 	<p>ODE/Contractor</p> <p>Partner Agencies/ Organizations</p> <p>Districts</p> <p>The Network/ESDs</p>	<p>ODE staff.</p> <p>Collaborated effort with key partners</p> <p>Network staff</p> <p>Leveraged funds</p> <p>Expert presenters on evaluation topics</p> <p>District best practices</p> <p>Examples and templates to</p>	<p>Adequate funding for statewide support and technical assistance/networking</p> <p>Adequate local funding and staff capacity for development and implementation</p> <p>Aggressive timeline requires providing statewide</p>

<p>develop/align local systems and implementation plan and submit to ODE</p>	<p>educator evaluation and support systems</p> <ul style="list-style-type: none"> • By July 1, 2013 all school districts submit to ODE revised evaluation systems, implementation plan and assurances approved by local boards • ODE review and approve; Identify professional development and technical assistance needs; collect and disseminate best practices 		<p>guide district implementation planning</p>	<p>professional development/ technical assistance at the same time as piloting the framework</p>
<p><u>2013-14 Focus:</u> All districts begin to implement local systems</p>	<ul style="list-style-type: none"> • ODE continue to study student learning and growth models in districts • School districts implement and refine their systems; train staff and evaluators on their local educator evaluation system. • Districts receive ongoing regional technical assistance and support/networking opportunities • ODE collect and disseminate best practices 	<p>ODE Districts The Network/ESDs</p>	<p>Network staff Examples, models, best practices, and research provided through Network</p>	<p>Adequate funding for statewide support and technical assistance/networking Adequate local funding and staff capacity for development and training in districts</p>
<p><u>2013-14 Focus:</u> Develop and pilot the Peer Review Process <u>2014-15 Focus:</u> Implement the Peer Review Process all districts</p>	<ul style="list-style-type: none"> • Collaborate with stakeholders to develop a Peer Review Process/Panel to approve districts' educator evaluation and support systems and identify needs for professional learning • Pilot Peer Review Process in selected districts 	<p>ODE Districts The Network/ESDs</p>	<p>ODE staff Network staff Research and models on Peer Review Process</p>	
<p><u>2014-15 Focus:</u> Districts fully implement local systems</p>	<ul style="list-style-type: none"> • Provide guidance and professional development on the Oregon Matrix and Student Growth 	<p>ODE Districts The Network/ESDs</p>	<p>ODE staff Network staff Peer Review</p>	<p>Adequate local funding and staff capacity for training and implementation</p>

	<ul style="list-style-type: none"> Percentiles process District will fully implement local evaluation and support systems Districts will present their educator evaluation and support system to a Peer Review Panel; local systems will be reviewed for alignment with state criteria and professional development/ technical assistance needs 	Regional Peer Review Panels	Panel Process Manual	in districts Aggressive timeline for local development, training, and implementation
<u>2015-16 Focus:</u> Ongoing monitoring and support of implementation	<ul style="list-style-type: none"> Continue to monitor and support implementation through the Network and other collaborative partnerships 	ODE The Network/ESDs	ODE staff Network staff	Adequate local funding and staff capacity for implementation in districts

Guidance and Technical Assistance

ODE is working with partners to develop a comprehensive and coordinated implementation plan that will support statewide guidance, technical assistance, and professional development to ensure that all districts are implementing successful evaluation and support systems for their teachers and administrators, consistent with the state guidelines.

The Network for Quality Teaching and Learning

During the 2013-15 school years, all districts have access to professional learning through the Network for Quality Teaching and Learning (HB 3233) to support implementation of their local evaluation and support systems and Common Core Implementation. The Network serves to provide peer support, sharing of resources, best practices implementation support, and shared services in an effort to ensure continuous improvement for all districts.

The Network for Quality Teaching and Learning provides support for educator effectiveness (SB 290 evaluation and CCSS implementation) to improve educator practice (teaching and leading) and increase student achievement. During the 2013-15 school years, ODE used funds to support District and ESD Professional Learning Teams to attend ODE sponsored regional professional learning conferences based on the national Standards for Professional Learning. Additional funds were allocated to each school district by average daily membership weighted (ADMw) to support implementation of the evaluation system (SB 290) and CCSS based on district identified needs. In addition, opportunities will be provided for district teams to participate in regional professional networking with the other districts to share best practices. ODE will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

ODE will facilitate on-going capacity building regionally to identify district needs for professional development and training based on evaluation results. Professional development will include all teachers and be targeted as needed for those teachers who are working with English language learners (ELL), students with disabilities, economically disadvantaged students, and low performing students. Regional support will include opportunities for networking and collaboration across districts to leverage training and sharing best practices. ODE will examine trends and identify needs-based educator effectiveness and implementation data collected.

Supporting all districts in the implementation of educator evaluation systems is a key priority for ODE as reflected in the following ODE Strategic Plan goals and objectives:

- Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.
 - Objective 1: Help districts implement the new educator evaluation system, and start to connect evaluation results to meaningful professional development.
 - Objective 2: Launch Quality Teaching and Learning Network focused on developing exceptional educators and implementing effective practices.
 - ODE leadership is dedicating staff, time, and resources to accomplish these critical objectives.

Through strong collaboration and shared purpose, ODE, OEIB and partners worked together to obtain strategic investment funding to support this important work. Moving forward, ODE and OEIB will continue to review current statutes, rules, and policies that govern preparation, induction, mentoring, and licensure of Oregon teachers and administrators to ensure support for and alignment to the guidelines for evaluation and supports, and to ensure all processes affecting educators along their career continuum are aligned with the definition and goals of educator effectiveness in Oregon.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles

2015 ESEA Flexibility Renewal Attachments

2015 ESEA Flexibility Renewal
Attachment 1

Notice to LEAs

3/3/2015 4:03:00 PM

2015 ESEA Flexibility Waiver Renewal - Stakeholder Feedback

Oregon's current ESEA Flexibility waiver for No Child Left Behind will expire at the end of the 2014-2015 school year. The Oregon Department of Education (ODE) will be submitting a request for a three-year renewal of Oregon's ESEA waiver by March 31, 2015.

With its waiver renewal, USED continues to require states to demonstrate commitment to the same core principles of ESEA Flexibility listed below that have been the underpinning of waivers since their introduction in 2011:

- 1) Implementing college and career ready standards and high-quality, aligned assessments for all students
- 2) Implementing state-developed systems of differentiated recognition, accountability, and support
- 3) Supporting effective instruction and leadership through educator evaluation and support systems

It is our goal to review the feedback from various stakeholder opportunities, including this survey tool where appropriate and potentially include ideas, comments or concerns in our state ESEA waiver application and inform implementation support. Therefore, specific ideas as well as your comments will be welcomed.

To provide feedback, please review the documents posted on the ODE website [Federal Flexibility Waiver](#) page and respond in the corresponding sections of the [survey tool](#).

The feedback survey will remain active until March 22, 2015.

Thank you for your participation.

- end -

Contact(s) for this Announcement

[Theresa Richards](#)  (503) 947-5736
Educator Effectiveness - Director

3/9/2015 1:25:00 PM

2015 ESEA Flexibility Waiver Renewal – Seeking Stakeholder Input

Oregon's current Elementary and Secondary Education Act (ESEA) Flexibility waiver for No Child Left Behind will expire at the end of the 2014-2015 school year. The Oregon Department of Education (ODE) will be submitting a request for a three-year waiver renewal by March 31, 2015.

We would like your feedback on the renewal. To provide feedback, please review the 2015 waiver renewal documents posted on the ODE Federal Flexibility Waiver webpage and respond in the corresponding sections of the survey tool.

Our original waiver, approved in 2012, describes Oregon's strategy for a PK-20 system of education aligned with the three core principles of the ESEA waiver below. Oregon's 2015 renewal includes the following updates for each principle:

Principle 1: College and Career Ready Standards and Aligned Assessments

2015 Renewal:

- Continued support for implementation of the Common Core State Standards and aligned assessment for all students.

Principle 2: School and District Accountability Systems

2015 Renewal:

- Oregon is requesting a pause in our rating system for one year for School and District Report Cards.
- Update exit criteria for Focus and Priority schools in order to exit that status.
- Update process and timelines for interventions for Focus and Priority schools.
- Update plans to ensure that districts provide interventions and supports for low-achieving students in other Title 1 schools.
- Update statewide plans to support and monitor school districts' progress for improving school and district performance.

Principle 3: Educator Evaluation and Support Systems

2015 Renewal:

- Oregon's 2014 waiver was approved with one condition that needs to be resolved in its 2015 renewal. How will Oregon's evaluation model ensure consistency and rigor when setting and evaluating Student Learning and Growth goals using state assessments?

Please note: Principle 1 - College- and Career-Ready Expectations for All Students has been added to the ESEA Federal Flexibility Waiver webpage. If you would like to comment on Principle 1, please go to the [webpage](#) and click on the survey tool currently posted.

We will review the feedback from various stakeholder opportunities, including this survey tool and potentially include ideas, comments, or concerns on this topic in our state ESEA waiver renewal. We will also use this feedback to help inform implementation support where appropriate. Therefore, your specific ideas and comments are greatly appreciated. The survey will close at midnight on Sunday, March 22, 2015. Thank you for your participation.

If you have questions, please contact - Theresa Richards, Director of Educator Effectiveness at 503-947-5736 or Theresa.Richards@state.or.us .

2015 ESEA Flexibility Renewal

Attachment 2

Comments on request received from LEAs

**2015 ESEA Flexibility Waiver Renewal
Stakeholder Feedback Survey
Summary of Comments/Themes**

 **PRINCIPLE 2**

Positives

- Well-developed, thoughtful process
- Support/agree with current proposal
- Current support is strong and appreciated
- Appreciate the “Large Gap” subgroup addition to the accountability plan; supports equity in educational system

Concerns

- Rating system is flawed – not applicable for Alt schools, should use other data, punitive
- Districts should be held accountable and should be clear with schools about plan
- Penalizes poor schools – some schools will never meet
- Too focused on sub groups
- De-emphasize state tests
- AMAO targets flawed
- Incentives are not enough or targeted to the right people
- Needs to be more clear

Suggestions

- Need more funding, staffing, resources and support
- Need to focus on wrap around services for schools and students
- Focus on instruction and evidence based strategies
- Provide access to other assessments
- Seek as much flexibility as possible
- Monitor all schools
- Focus on sub-groups

 **PRINCIPLE 3**

Need for Supports

- Professional development
 - Personalize visits and training for struggling schools
 - Ongoing training on how to set/determine growth goals
 - Training available at county level
 - Staff development modules used across the state for consistency

- Exemplars/models schools can adopt and copy
- Funding
 - More FTE
 - Support/access to SBAC formative assessments
 - Time to plan and collaborate

Need for Communication

- Clear, specific guidance for commonly administered criteria and process
- Communications campaign in easy to understand formats and language, ASAP
- FAQ regarding Student Growth Percentiles
- The state should take the lead on rolling this out (talking points, training materials, etc.). This will ensure consistency and help districts message the concept of the non-negotiables within the waiver.

Concerns/Thoughts:

- Against the use of state assessments/SGPs in educator evaluations
 - Not an appropriate use of state assessments; one single assessment cannot serve all purposes
 - SGP 90% growth target does not take in account the impact disabilities have on a student's rate of growth
 - It's not fair to teachers that teach SBAC tested grades.
 - Educators will need solid research that convinces them that SGP is truly an accurate measure of how they have helped students grow and develop in the learning of math and ELA content and skills
- Implementation
 - Timing of state assessments/SGPs is not aligned with the educator evaluation cycle; will not get student performance data until next school year
 - We need a process where the data that supports the work are available in a usable and reasonable timeframe
 - Ensure student learning and growth (SLG) measures are accurate; must have trust in the assessment system to move this work forward
- SGP Options
 - Why are there two options? Seems the first one is simple and consistent
 - The process of writing their own goals tied to Smarter would be too time consuming
- Alternate proposals for use of state assessments/SGPs
 - Disconnect evaluation from state assessment and use common formative assessments developed to the rigor of CCSS at the team level
 - All teachers write two Category 2 SLG goals (non-state test); teachers in tested grades/subjects have a reported Category1 but not have weight on teacher's evaluation
- It's probably the best we can do considering that the results from SBAC Assessment will always come in the fall of the following evaluation year.

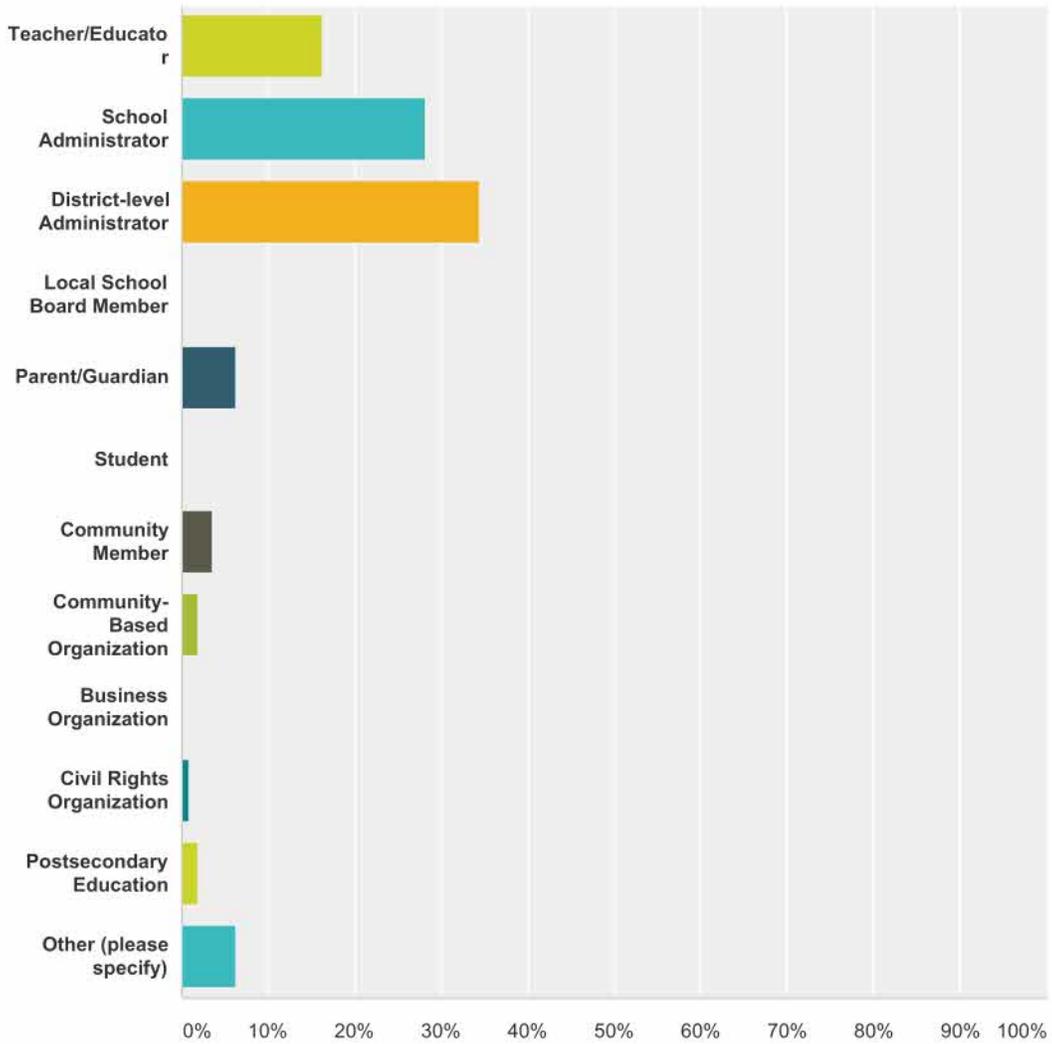
ADDITIONAL FEEDBACK ON WAIVER RENEWAL

Concerns/Thoughts

- Reject the waiver altogether
- Seek as much flexibility as possible
- Provide consistent guidance for districts around report cards, evaluation and assessments

Q1 Role/Membership (if more than one role, specify in the "other" box)

Answered: 110 Skipped: 1



Answer Choices	Responses	
Teacher/Educator	16.36%	18
School Administrator	28.18%	31
District-level Administrator	34.55%	38
Local School Board Member	0.00%	0
Parent/Guardian	6.36%	7
Student	0.00%	0
Community Member	3.64%	4
Community-Based Organization	1.82%	2

2015 ESEA Flexibility Waiver Renewal

Business Organization	0.00%	0
Civil Rights Organization	0.91%	1
Postsecondary Education	1.82%	2
Other (please specify)	6.36%	7
Total		110

2015 ESEA Flexibility Waiver Renewal

Q2 Comments or suggestions for Principle 2A.

Answered: 57 Skipped: 54

#	Responses	Date
1	Sounds right. As we change the order of business and assessment, the Federal government needs to provide states time to make the change.	3/24/2015 10:39 AM
2	Strongly support the pause on rating schools during 2014-15. Urge a comprehensive study of the administration of Smarter Balance to determine impact. How will ODE study the results of Smarter Balanced after the administration during the spring of 2015? The ODE should study not only student performance, but carefully review the impact of conducting Smarter Balance in schools and districts including, but not limited to, the amount of instructional time lost in preparation for the assessment and during the administration of the assessment, students' ability to use the technology to respond to the assessments, inability to use technology for instructional purposes during administration, cost of administration including teacher and administrator preparation time as examples.	3/24/2015 10:31 AM
3	Using a system for evaluation that still has not even published passing scores is problematic	3/18/2015 3:35 PM
4	I agree with this item. With implementation of SBAC and the inconsistency of a tiered implementation of the testing requirements to match students experience/implementation of CCSS results will be inconsistent at best.	3/17/2015 4:49 AM
5	This just makes sense. I hope the USDoE sees reason on this issue.	3/16/2015 12:51 PM
6	I support the pause on ratings if "not rated" appears on both the detail sheets and the school report cards. The handling of small schools makes sense intuitively.	3/16/2015 9:14 AM
7	In order for our student assessment data to be reliable, I believe a "pause" is a good idea. This will also allow schools a little more time to retool before being publicly rated.	3/16/2015 9:04 AM
8	AS a district with a focus school it is important for us to know how we stack up with everyone else. If it is possible to still do this and not do public ratings that would be best.	3/15/2015 2:55 PM
9	This is a good idea	3/14/2015 7:46 PM
10	A pause is the minimum we should be asking for. I believe this test is highly flawed, as do many assessment experts. We have not been allowed to have any sort of democratic process regarding its implementation. This was all forced on us in order to be excused from the unrealistic expectations of NCLB that 100% of students would be "proficient" by 2014. In my opinion, the entire school rating system, based nearly entirely on standardized test scores, is deeply flawed as those scores measure nothing so well as the socioeconomic status of the students taking them.	3/14/2015 1:50 PM
11	none	3/13/2015 1:20 PM
12	Yes. The risk of leading with assessment and accountability in a new system before a baseline is established is that the whole system will be discredited. It would be prudent to pause.	3/12/2015 3:15 PM
13	Oregon needs to go further and drop the school ranking system. As is, this system perpetually identifies 15% of schools as failures. This compounds the problems at high-poverty schools, rather than solving them; families and teachers who can, flee schools with level 1 and 2 rankings, destabilizing already fragile school communities. Further, the ranking system is not a value way to measure the real learning and growth happening at high-poverty schools. Finally, using participation rates to punish schools when parents opt out of harmful and useless tests is coercive and damaging.	3/12/2015 1:21 PM
14	While it makes sense to not use information that has no longitudinal depth as a basis for rating, I do believe that we can develop the framework for the criteria and that may support continued approval of our waiver.	3/12/2015 11:56 AM
15	Oregon's plan is good in this area.	3/12/2015 11:30 AM
16	Agree with the pause. This year will be a baseline for all. Waiting a year will give us opportunities to establish growth goals.	3/12/2015 10:56 AM

2015 ESEA Flexibility Waiver Renewal

17	Given the drastic shift in assessment formats and depth of standards to be assessed from OAKS to SBA I would recommend pausing the school rating based on the results from this year's SBAC in reading and math. I do not believe the scores would be comparable enough to truly measure meaningful growth but would rather be a statistical exercise based on mathematical models. I believe it would be most appropriate to establish a new baseline with SBA that we can utilize to assess growth in the coming years and to assist us in refining instructional practices in our educational systems.	3/12/2015 10:28 AM
18	We should abolish the school rating system totally. It's an absolute policy/funding failure that has not raised achievement levels.	3/12/2015 9:09 AM
19	Agree	3/11/2015 6:57 PM
20	That would be sad, after we have pulled folks through the eye of the needle so-to-speak. It would be like when ODE pulled the rug out from under our proficiency based grading work. It has to start some time. THE KEY IS APPROPRIATE LEVEL OF SCHOOL FUNDING!	3/11/2015 4:27 PM
21	I would agree to "pause" ratings until the states figure it out.	3/11/2015 8:57 AM
22	This is an essential change.	3/11/2015 8:45 AM
23	Makes sense	3/10/2015 6:14 PM
24	How does this impact the School Report Card rating? What does this mean for Focus Schools?	3/10/2015 2:52 PM
25	Evaluating teacher effectiveness based on standardized testing is always inappropriate for various reasons. However, it is particularly inappropriate when the assessment evaluating the students and the standards implemented are brand new. An "adjustment period" is completely reasonable.	3/10/2015 1:29 PM
26	Implement or update a plan that ensures parents are well informed, including the parents of low-achieving students and in Title I-A schools.	3/10/2015 1:04 PM
27	Oregon MUST request a pause for the following reasons: 1. There have been no additional resources allocated directly to buildings to support the required technology in the form of hardware and infrastructure needed to physically support the number of students and time requirements mandated by the testing window. 2. The SBAC testing window for grade 11 students is also the same time these students will be taking national Advanced Placement (AP) examinations. Was there any thought given by the "educators" making the decisions about instructional time missed or over-testing these students all in the same period of six weeks?. 3. As a result of the technology requirements for the assessment, every computer in my building will be used for six weeks, allowing no other student in the building access to any computer or the library during that entire six weeks of school. 4. School ratings for the report card are based on student growth for intact cohorts of student. Is that possible switching assessments? Has a crosswalk been established?	3/10/2015 12:25 PM
28	With any significant change, systems need a runway to be successful. We are in the process of implementing new standards which requires new thinking and communication, professional development for teachers, and time for students to learn and be successful. We if are clear about the goal - that students are successful and can show what they know - then we need time to adjust. Large districts are moving forward and will still be challenged; small districts do not have the PD funds and staff and may have a more difficult time in understanding the changes and how to teach in a completely different way than many are used to. As Oregon is largely a rural state, we need time for teachers to learn and develop.	3/10/2015 10:51 AM
29	I believe that Oregon should request a "pause" in the implementation of its school rating for the 2015-16 school year following the administration of new college/career ready aligned assessments in 2014-15. There have been too many adjustments/transitions/changes/unknowns to fairly/accurately rate schools using Smarter Balanced.	3/10/2015 9:46 AM
30	Please request a ' pause.'	3/10/2015 9:24 AM
31	I agree	3/10/2015 9:15 AM
32	makes absolute sense with the implementation of new state tests, the outcome of which is highly unknown at this point	3/10/2015 8:41 AM
33	I wholeheartedly support this.	3/10/2015 8:37 AM
34	A "pause" is appropriate. However, forcing schools to keep an old "label" when they may be making fabulous progress is unacceptable. There should be no school rating labels until there is data to support the rating. Applying an old rating give a perception that a school has not changed, when indeed it may have improved or not.	3/10/2015 8:22 AM

2015 ESEA Flexibility Waiver Renewal

35	My comments mainly focus on participation downgrades. On pages 34 and 58, you say: Page 34: Beginning with the 2012-13 new Oregon Report Card, a school that does not meet participation targets for every subgroup for two years in a row will have their overall rating lowered by two categories and will be reviewed for potential supports and interventions as outlined in section 2.F. Beginning with the 2013-14 Report Card, a school that does not meet participation targets for every subgroup for three years in a row will have their overall rating lowered by three categories, which would result all such schools receiving either a Focus or Priority rating. Page 34: For example, suppose that on the 2012-13 Report Card a school has missed one or more participation targets for two years in a row and the school rating system would assign the school a Strong rating. Because the school missed participation targets for two years the school rating would be lowered two levels to Focus. Page 58: Beginning with the 2013-14 Report Card, a school that does not meet participation targets for every subgroup for three years in a row will have their overall rating lowered by three categories, which would result all such schools receiving either a Focus or Priority rating (page 58) Given that state law allows parents to opt-out of testing, which could result in a school experiencing downgrades to the point of qualifying for Focus or Priority rating, does it make any sense to apply interventions and support to a school that otherwise would not be subject to State scrutiny? Wouldn't it make sense to make clear from the start that a school with depressed participation rates and no other significant assessed achievement issues will not be subject to intervention pursuant to 2.F?	3/9/2015 5:38 PM
36	Let districts and schools learn from the assessment and understand how to best align curriculum, instruction, and assessment so they can productively begin to make the significant changes that are required. This is not a request to avoid evaluation while working towards college and career aligned expectations but a suggestion that educators need to understand the assessment and its implications for curriculum and instruction so they can do that work.	3/9/2015 4:56 PM
37	Great idea. The assessment data will not be meaningful until after a few years of implementation. This would allow districts the room to use the data to provide positive impact on instruction and scope and sequence.	3/9/2015 4:09 PM
38	I support this revision, as it will be difficult to determine school rating based on the entirely new assessment's structure.	3/9/2015 4:05 PM
39	It is in the best interest of Oregon students to "pause" the state test for 2015-16	3/9/2015 3:41 PM
40	It appears that the standard is more "college" ready oriented than "career" ready oriented. There are many many careers that are both well-respected and earn a very good income that are not at the higher level that is being asked of these assessments.	3/9/2015 2:39 PM
41	Oregon requires a 'pause' for school ratings in order to assess the outcomes as measured by the new state assessment system to determine if valid and reliable.	3/9/2015 2:36 PM
42	This would seem necessary as the confusion around implementation is going to cause the scores to go down. Waiting a year will help teachers and students get used to the format and deliver the examination in a better controlled environment.	3/9/2015 2:30 PM
43	If denied, move testing window for subsequent years so scores are back before end of school year.	3/9/2015 2:28 PM
44	I support the pause in ratings.	3/9/2015 2:28 PM
45	We can not rate schools based on this year's Smarter Balanced data and we need to ensure that districts provide interventions and supports for low-achieving students in other Title I schools. In addition, we need to monitor districts' progress for improving school and district performance.	3/9/2015 2:26 PM
46	No input	3/9/2015 2:26 PM
47	That'll help for the 15-16 year but then what?	3/9/2015 2:21 PM
48	I agree with this position.	3/9/2015 2:17 PM
49	no pause needed.	3/9/2015 2:17 PM
50	Yes, there needs to be a multiple year pause until a valid, reliable, sensitive and fair system of assessments can be created, field tested and implemented. The current situation is a mess and does not provide meaningful or useful information.	3/6/2015 9:52 AM
51	I would also like to see the waiver include removing the graduation requirement currently in place. If we are not going to use the SBAC to rate schools, then why are we using them as a gateway to graduation?	3/6/2015 8:13 AM
52	Fully agree, but why not get rid of it altogether?	3/5/2015 7:57 PM

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53	As far as I can tell, schools are "rated" by the social status of parents. I hope that we can pause the implementation of school ratings until we can address 1) problems caused by poverty--including hunger, homelessness, untreated medical conditions, lack of education, and PTSD; 2) problems caused by the cultural incompetence of the education system--including lack of training for academic proficiency in the native languages of our students, tests that measure "mainstream" cultural competence, including colloquial expressions. I saw a test for students that included the phrase, "brushing up on art history." the wrong answers included images of brushes, while the correct one had a line representation of the Mona Lisa. Children whose parents aren't native speakers of English can't possibly have their grade-level proficiency measured by such tests.	3/5/2015 2:01 PM
54	in accordance with the amendment passed by the Oregon Education Association at it's 2014 RA we demand a moratorium on all high stakes and federally mandated testing until such testing is proven to be valid and not to be used in teacher or school evaluation.	3/4/2015 12:43 PM
55	The state needs to request/demand a permanent STOP of this high stakes crap testing.	3/3/2015 10:42 PM
56	Oregon needs time to develop its own plan and not punish schools in the process. Schools should never be rated bases on high-stakes tests anyway.	3/3/2015 9:06 PM
57	A pause will help schools implement.	3/3/2015 8:55 PM

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Q3 Comments or suggestions for Principle 2D.

Answered: 45 Skipped: 66

#	Responses	Date
1	Some good changes to current model; moving away from a "one size fits all" sanction program. It is and will continue to be very challenging to staff ODE coaches. This work requires a very specific skill set and there are very few individuals available in our current ranks. We should acknowledge when we're using a less than ideal person in this role so as not to misinterpret the results of turn around efforts. If we misattribute lack of progress to the wrong variable, we could put an otherwise pretty good system at peril.	3/24/2015 10:35 AM
2	Let it expire it didn't work nationally and it isn't working here.	3/19/2015 3:12 PM
3	Concern over implementation of new standards for schools in the midst of this 3 year cycle. Will this change negatively impact school's ability to demonstrate progress when the measurement is changed mid-point?	3/18/2015 3:36 PM
4	It is important that ESEA dollars are allocated for this support, yet also allow funding for other components of a balanced program. I would like to see staffing, professional development, and research based resources be a priority in this process listed in a and b.	3/17/2015 4:52 AM
5	I hope that the state is able to continue doing this. Sometimes it takes an outside push to overcome the inertia we find in some schools.	3/16/2015 12:53 PM
6	The exit criteria for priority schools is well-thought out. I support the appeal process described on pg 18.	3/16/2015 9:16 AM
7	The clearer the process, the better off all stakeholders will be.	3/16/2015 9:10 AM
8	Model schools and programs should be duplicated to help this schools move forward	3/14/2015 7:48 PM
9	Will there not always be schools in the bottom 5%? Is this not a statistical reality? This is as ridiculous as the requirement of 100% "proficiency" by 2014 demanded by NCLB. Oregon, like Washington state and others, should reject the waiver.	3/14/2015 1:50 PM
10	Yes, More flexibility is more likely to create the conditions for success.	3/12/2015 3:22 PM
11	Is there any evidence that the interventions we have in place are helpful, or that school "turnaround" strategies have a positive impact? Oregon should take a stand and refuse to implement harmful or unproven strategies. Rather, we should put funds toward dramatically higher support levels for high-poverty schools. The most useful interventions would be smaller class size, counselors and social workers, and a rich and engaging electives program at all high-poverty schools.	3/12/2015 1:25 PM
12	ODE may want to build a portfolio of intervention plans being used and post their level of success. A potential link to one of the top 2 or 3 intervention strategies could be required of a district and/or school in need.	3/12/2015 11:59 AM
13	This is well developed.	3/12/2015 11:31 AM
14	I recommend the state continue to support collaboration and visits to model schools, the use of a few, focused and targeted initiatives to improve overall student achievement rather than incremental subskill growth out of context.	3/12/2015 10:32 AM
15	The state should invest in social services, housing stability, low class sizes and teacher professional development	3/12/2015 9:14 AM
16	B. How and when the state will ensure	3/11/2015 6:59 PM
17	We want to and need to provide what our students need to graduate and add to a thriving Oregon economy and safety. Interventions must be provided in a variety of ways. Summer school, specialized courses for students who do not qualify for SpEd etc... We desire to do this and be held to higher requirements, THE KEY IS SCHOOL FUNDING, we can do ALOT if we have resources.	3/11/2015 4:30 PM
18	I agree	3/11/2015 8:57 AM
19	Support, but no specific comments.	3/11/2015 8:46 AM
20	Oregon's plan looks sound. New Priority Schools will be identified in 2016 using a sound method	3/10/2015 6:15 PM

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21	Priority and Focus Schools are designated if they receive Title I funding. Unfortunately that money does not actually go to the schools that have the highest percentage of Free and Reduced Lunch students. The high school has a higher percentage of students in poverty than 3 elementary schools in the district, but receives no Title I funding. Those dollars are split between all of the elementary schools.	3/10/2015 12:32 PM
22	No comment	3/10/2015 10:53 AM
23	No comment	3/10/2015 9:47 AM
24	Yes, we need to request principle 2D	3/10/2015 9:25 AM
25	I agree with this request	3/10/2015 9:16 AM
26	figure out a way to incorporate "at risk" students and schools into the general evaluation---example, a high school with students enrolling one-two years behind in credits feel the full brunt of "dropout" statistics---how about including those schools the students came from (behind in credits) for a share of the "blame."?	3/10/2015 8:43 AM
27	No comments	3/10/2015 8:23 AM
28	I think the rotating audit system is working better than past practices at ODE.	3/10/2015 8:04 AM
29	A timeline and process that is built from the best thinking and results about what is effective would be helpful.	3/9/2015 4:59 PM
30	School Report Card needs to be revised as it doesn't take into account alternative schools that take older kids who failed OAKS/Smarter Balanced in 11th grade (counting year for Report Card) but passed it later in 12th, 13th or 14th grade.	3/9/2015 4:11 PM
31	Supported	3/9/2015 4:05 PM
32	This priority is very important and must be strictly monitored	3/9/2015 3:43 PM
33	Plans for implementation need to be better lined out, and supervised by those who have been in the classroom. Often supervision and direction is being provided by those who have not been in a classroom. School Coaches are invaluable because of the experience they have had in the real world.	3/9/2015 3:19 PM
34	There are way too many variables why some schools would struggle, even with implementations. The schools already are lacking the necessary resources, but even with resources there are still many factors (drugs, parents, student mobility, etc.) that have a bigger impact on student outcomes, verses adding higher standards and interventions.	3/9/2015 2:42 PM
35	Oregon continues to require financial support for failing schools and interventions. Mandates without financial support leave failing schools without the required resources they need.	3/9/2015 2:38 PM
36	Oregon needs to support all schools with adequate funding. Priority and Focus schools are able to provide increased interventions, but all schools need additional help in this area.	3/9/2015 2:32 PM
37	This seems like a good system although it seems to penalize schools that are located in economically disadvantaged areas.	3/9/2015 2:32 PM
38	Districts with priority schools must address all of the turnaround principles and be highly accountable to the state and community for addressing the needs of students appropriately and effectively.	3/9/2015 2:29 PM
39	No input	3/9/2015 2:26 PM
40	Address poverty and language background more explicitly. For example, Woodburn is committed to a Dual Language model and assumes there will be low ELA scores for years until it all works out beautifully at the high school level.	3/6/2015 9:53 AM
41	No turnarounds where low income schools are closed. If there's someone who can do it better, bring them in and have them do it. Otherwise, don't pretend you have a workable fix, or the achievement gap wouldn't be widening. We shouldn't be taking this dirty money with strings attached anyway. We are heavy on interventions and turnaround and short on support.	3/5/2015 7:59 PM
42	Children process information while playing, so any intervention that reduces play time--recess, PE, music, art, and drama--is detrimental to student learning. Children whose relationships with education professionals are disrupted by professional development during school hours, an overabundance of new teachers who tend to leave the profession or leave the school, and the inevitable mobility of the student population, are much less likely to thrive in any education setting. And, this question assumes that an increase in "rigor," unpleasant demands placed on students, is beneficial.	3/5/2015 2:01 PM

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43	NCLB has proven to be unreliable and unrealistic when dealing with poorly performing schools. I'm hoping that current legislation in congress will do away with NCLB and reauthorize the ESEA without these punitive measures tied to federally mandated high stakes testing.	3/4/2015 12:51 PM
44	Tell the Feds to stop violating students civil rights with this high stakes crap testing.	3/3/2015 10:43 PM
45	Quit labeling schools!!! It only leads to a fear-based system. Start supporting what kids need: smaller class sizes, educational assistants, well-rounded classes, counselors, wrap around services, and a more authentic way to show learning.	3/3/2015 9:08 PM

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Q4 Comments or suggestions for Principle 2E.

Answered: 41 Skipped: 70

#	Responses	Date
1	Please ensure that school boards are notified and involved in this process.	3/24/2015 10:38 AM
2	Same concerns as for 2D when it comes to available talent pool of state-appointed coaches.	3/24/2015 10:35 AM
3	Same	3/19/2015 3:13 PM
4	Same concerns as previous....changes to measurements take away ability to measure actual progress	3/18/2015 3:36 PM
5	same as previous comment.	3/17/2015 4:52 AM
6	Why are Pacific Islanders/Native Hawaiians not a subgroup for accountability purposes (pg19-20)? The focus school exit criteria is not aligned with the identification triggers. Shouldn't a focus school be accountable for improvement on the achievement and graduation measures for the subgroup(s) that triggered the identification? Why, then, is subgroup growth an exit criteria? Why must a school hit the 60% graduation mark with all subgroups if only one subgroup graduation rate triggered the identification of the school as a focus school?	3/16/2015 9:16 AM
7	Again, a clearer process will benefit all.	3/16/2015 9:11 AM
8	Those schools need resources and training for their staff and their community members. Students need buy in and incentives to help them succeed. Programs like AVID and ENVOY are outstanding programs	3/14/2015 7:51 PM
9	Again, is it not a mathematical fact that there will always be schools in the bottom quartile based on test scores, no matter what? I repeat my statement that Oregon should reject the waiver.	3/14/2015 1:52 PM
10	Yes, More flexibility makes it more likely that actions will lead to the success we seek.	3/12/2015 3:23 PM
11	Parents who exercise their right to opt their children out of high stakes tests should not count against school's participation rate as it pertains to ranking. The purpose of requiring a 95% participation rate was to prevent schools from cherry-picking students to take high-stakes tests, not to prevent parents from making decisions on behalf of their own kids.	3/12/2015 1:28 PM
12	A portfolio of strategies and some directed coaching guidelines.	3/12/2015 11:59 AM
13	This is well developed.	3/12/2015 11:31 AM
14	I believe ODE has done an outstanding job in assisting both focus and priority schools.	3/12/2015 10:57 AM
15	Schools should be identified using the state assessments - using an PBIS framework, the bottom 20% should be provided general, strategic interventions, the bottom 5% need individualized supports. "Ranking" should not occur.	3/12/2015 9:17 AM
16	Same as priority	3/11/2015 7:00 PM
17	Design a state report card that is accurate and not skewed. For example, when SpEd students are opted out of testing the report card reflects inaccurate data for a school.	3/11/2015 4:31 PM
18	I agree	3/11/2015 8:57 AM
19	Support, but no specific comments.	3/11/2015 8:46 AM
20	The process for identifying schools that have not made sufficient progress should include factors that influence student achievement beyond their test scores. Students in poverty have many stressful life situations that impact their ability to learn new concepts. Even the most effective teachers, may not be able to guide these students to reach the minimum growth standards in one school year. Student attendance should also be considered.	3/10/2015 1:33 PM
21	a). Most schools already do this through the Response to Intervention (RTI) process. b). No comment.	3/10/2015 9:48 AM
22	See comment for Principle 2D	3/10/2015 9:35 AM
23	I agree	3/10/2015 9:16 AM

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24	"increased rigor of interventions and supports"? how about introducing relevance to the students so they can take some ownership in this dance?	3/10/2015 8:44 AM
25	No comments	3/10/2015 8:23 AM
26	Again, review in a consistent and timely manner by ODE staff is essential. It really is critical that ODE is on the road and knows what schools are actually doing to meet their goals.	3/10/2015 8:06 AM
27	Again, a systematic means of pulling together practices and interventions could make this principle useful to improvement rather than a mere requirement.	3/9/2015 5:02 PM
28	Supported	3/9/2015 4:06 PM
29	This is important to show site progress but should allow for site flexibility.	3/9/2015 3:44 PM
30	The funding for these identified schools is paramount to their success.	3/9/2015 3:19 PM
31	So, what if even with interventions from the state, that districts are not able to turn around their scores after a few years, is the state going to be put on a ;priority list?	3/9/2015 2:44 PM
32	same as #3.	3/9/2015 2:38 PM
33	I t will be interesting to see how many schools are able to exit and how many will stay off of the list once the extra funding is decreased.	3/9/2015 2:34 PM
34	No comment	3/9/2015 2:32 PM
35	Concerns about how opt-outs count against a school's participation/performance and overall score.	3/9/2015 2:27 PM
36	Some factors are too large to be addressed by school improvement efforts. Some schools never met the NCLB requirements and were on school improvement status for MANY many years. Also, many district have failed to meet AMAO for MANY many years and just keep writing and submitting the same plans. The challenges are often too large to be addressed by a small, underfunded plan.	3/6/2015 9:55 AM
37	The number one reason for a school's identification is the level of poverty contained within its walls. The State's idea of support is a lessening of a comprehensive education for students of color.	3/5/2015 8:01 PM
38	See 2D.	3/5/2015 2:02 PM
39	in light of Oregon's governor John Kitzhaber resigning after doing away with democratically elected Superintendent of Schools Susan Castillo and appointing his own Superintendent Nancy Golden and with the OEIB set to sunset this year all of the beforementioned processes must be frozen until this mess can be sorted out.	3/4/2015 12:56 PM
40	Tell the Feds no! Tell them that their crap testing amounts to child abuse.	3/3/2015 10:44 PM
41	smaller class sizes and times for teachers to collaborate, plan, and evaluate student work.	3/3/2015 9:08 PM

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Q5 Comments or suggestions for Principle 2F.

Answered: 40 Skipped: 71

#	Responses	Date
1	Same	3/19/2015 3:13 PM
2	examples of best practices and successful program models will be helpful for schools in all subgroups.	3/17/2015 4:55 AM
3	The focus and accountability on subgroups is critical to providing equitable education.	3/16/2015 12:54 PM
4	pg 32 Of the three criteria Oregon proposes to use to flag Title I schools for review, only the first bullet is necessary. How would a school would earn a level 1 rating in "ready and engaged"? Consider adding overall rating of 1 to identify schools for review. That would catch schools that repeatedly fail to meet participation targets with one or more subgroups each year.	3/16/2015 10:20 AM
5	How many years is a "number of years?" Who will monitor improvement plans for subgroups not meeting??	3/16/2015 9:14 AM
6	Focus on those subgroups	3/14/2015 7:52 PM
7	I agree that students who are struggling need supports. Things that work are before and after school programs, summer school, and smaller class sizes. Students also need a full, rich curriculum and extra curricular activities to include physical education and sports, music, band, orchestra, and visual and performing arts. Discouraging and punishing students who do not pass a standardized test is not effective to motivate students to be connected to school and put forth effort to learn and a number on a standardized test does not represent true "achievement". Further, I believe these tests are discriminatory to the subgroup designated as English Language Learners. By definition, these students are non-proficient in their second language and will not do well on the ELA assessments. They have already proven that they are non-proficient through the ELPA. This waiver does not recognize the discriminatory practices that are visited upon schools with large concentrations of ELL populations.	3/14/2015 2:01 PM
8	More flexibility is more likely to lead to the success we seek.	3/12/2015 3:23 PM
9	This is well developed.	3/12/2015 11:31 AM
10	I agree with this statement for the documentation requirement.	3/12/2015 11:00 AM
11	Support schools with specific supports that target the needs of the particular subgroups who are struggling. Provide flexibility in the data used to measure success to include multiple paths for secondary education that lead students to career as well as college paths.	3/12/2015 10:35 AM
12	Each higher ed institutions with teacher and principal training programs should be required to "adopt" schools with these intractable issues. Practicums and internships should occur in these schools under supervision of university professionals and the state department.	3/12/2015 9:25 AM
13	Yes	3/11/2015 7:00 PM
14	Unfort	3/11/2015 4:32 PM
15	Yes	3/11/2015 8:58 AM
16	Support, this is a very important component.	3/11/2015 8:47 AM
17	What might these incentives be?	3/10/2015 2:53 PM

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18	Although I support this principle, we have new ELP standards aligned with the Common Core. AMAO 3 is aligned to Smarter Balance and to graduation rates. Again, students - especially ELs - need time to adjust to the new standards and for our staff to build the proper supports to ensure ELs can be successful with more rigorous standards. We need our AMAO's to be based on a growth model. We need time for students to be successful with new more challenging standards. For districts to be punished for not making AMAO's year after year, when we are working really hard and growing, is really difficult. Now, the standards are increasing and we will be judged next year on those new standards. It feels like we are being set up for failure. I think there is a disconnect from the federal government to the districts as to what reality is. There is an assumption that if we do not make our targets that ELs are not achieving. We missed one target this year by a fraction of a percentage point and therefore didn't make our goal. We grew so much and yet are still in AMAO jail. This system is antiquated and not based in reality. We need time to adjust to the change and everything based on a growth model.	3/10/2015 11:04 AM
19	Focus on the Growth Model that was borrowed/adapted from Colorado. Look at each student's individual growth. Simplify the process. Eliminate AMOs (the only people who really know about these anyway are Title III Directors and ELD Teachers).	3/10/2015 9:50 AM
20	ODE needs to define what the supports and incentives are for Title I Schools that are not Priority or Focus. They need to particularly provide incentives for Model Schools - they actually need more financial support and are asked to do all the work without any advantages that the priority and focus schools receive. We seem to have it backwards - when schools are beating the norms or actually showing good progress, we don't give them any supports - it is only when they fail. This is an incentive for schools to fail rather than improve.	3/10/2015 9:40 AM
21	I agree with this.	3/10/2015 9:17 AM
22	high school may be too late to "ensure that school districts provide interventions and supports to low-achieving students..."	3/10/2015 8:45 AM
23	No comments	3/10/2015 8:24 AM
24	Seems reasonable depending on what what the incentives and supports will be.	3/9/2015 4:12 PM
25	Also supported. As a principal in a Title I school, I believe it is imperative that the schools provide appropriate research based interventions and supports to help their low achieving students make catch up growth and academic gains.	3/9/2015 4:07 PM
26	The vast majority of schools are not meeting the AMO requirements. It is time to retool and put in place more achievable objectives.	3/9/2015 3:46 PM
27	Those AMO's or Growth Targets need to quit changing. It is very hard to hit a moving target.	3/9/2015 3:20 PM
28	Too much emphasis on sub groups. Small schools, even with adjustments for small groups, can have one or two kids above the limit have such a change in the percentages that it still is not a reliable stat.	3/9/2015 2:46 PM
29	Oregon should be seeking to add additional approved assessments and their scores for students who have met academic proficiency and be able to report those scores to the public. For example: a student can meet/exceed the PSAT scores but those scores are not calculated with SBAC scores, thus providing the public with false outcomes of Oregon Students. Graduation rates and student proficiency results are heavily influenced by more than SBAC scores and should be reported accordingly.	3/9/2015 2:43 PM
30	I have not found that the state has provided significant support to the "other" Title 1 school in my district.	3/9/2015 2:35 PM
31	More strict accountability for all Title schools. Spot checks random for compliance.	3/9/2015 2:29 PM
32	No input	3/9/2015 2:27 PM
33	What funding will there be to address these huge goals? I don't think a press release by the Supt of ODE is really going to do much. How will ODE be held accountable? Will school funding increase? Will Oregon continue to have a very short school year with very large class sizes???	3/6/2015 9:56 AM
34	Interventions should not only come in the form of mandatory language or reading blocks. More minutes spent reading does not ensure quality instruction. It only hamstring schools to provide appropriate instruction that can be flexible in order to meet the identified needs in their schools.	3/6/2015 8:15 AM
35	Well, you can start by bringing back the Title I staff that have been laid off over the years. Then once adequately staffed, go into an improvement and planning stage.	3/5/2015 8:03 PM
36	See 2D	3/5/2015 2:06 PM
37	NCLB is an unfunded mandate. There aren't enough federal funds to insure that these mandates are implemented. These "incentives" and "supports" should be paused until the ESEA is reauthorized.	3/4/2015 1:09 PM

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38	The Feds (and state) standards are a farce aligned with corporate interests who don't care about children.	3/3/2015 10:44 PM
39	Smaller class sizes, time to plan, wrap around services, EA, portfolios not tests	3/3/2015 9:09 PM
40	Use community based organizing to get answers. Why not ask federal government for money for wraparound services for a pilot project?	3/3/2015 8:56 PM

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Q6 Comments or suggestions for Principle 2G.

Answered: 31 Skipped: 80

#	Responses	Date
1	The variable remains the quality of the talent pool working in these networks. The training feature described will be key. Our pool of retired administrators currently serving in these roles doesn't necessarily have the training or expertise we're looking for, even with additional training.	3/24/2015 10:35 AM
2	Same	3/19/2015 3:13 PM
3	The focus on and accountability for subgroups is critical for ensuring equitable education.	3/16/2015 12:55 PM
4	The state needs to pour training and specialized teachers and leaders to move these students forward	3/14/2015 7:53 PM
5	I agree that students who are struggling need supports. Things that work are before and after school programs, summer school, and smaller class sizes. Students also need a full, rich curriculum and extra curricular activities to include physical education and sports, music, band, orchestra, and visual and performing arts. Discouraging and punishing students who do not pass a standardized test is not effective to motivate students to be connected to school and put forth effort to learn and a number on a standardized test does not represent true "achievement". Further, I believe these tests are discriminatory to the subgroup designated as English Language Learners. By definition, these students are non-proficient in their second language and will not do well on the ELA assessments. They have already proven that they are non-proficient through the ELPA. This waiver does not recognize the discriminatory practices that are visited upon schools with large concentrations of ELL populations.	3/14/2015 2:02 PM
6	More flexibility and less prescription is more likely to lead to the success we need.	3/12/2015 3:24 PM
7	This is all about teacher quality and continuing mentoring programs not only for first and second year teachers, but any teachers who reside in a non-growth situation, regardless of experience.	3/12/2015 12:02 PM
8	I agree with this documentation requirement.	3/12/2015 11:01 AM
9	Work with schools to ensure that support at the K-2 level in literacy is not deeply decontextualized. The efforts of sheltered instruction and fragmented literacy instruction and RTI support for English learners, for example, seem to be contradictory to each other. As the ELL subgroup tends to miss AMAO targets, it is critical that we begin to look more deeply at how we deliver early reading instruction and potential intervention to these students in a way that is meaningful and contextualized.	3/12/2015 10:38 AM
10	extended day/summer programs with a focus on literacy	3/12/2015 9:28 AM
11	Define number of years	3/11/2015 7:01 PM
12	Yes	3/11/2015 8:58 AM
13	Support, but no specific comments.	3/11/2015 8:47 AM
14	What might these incentives be?	3/10/2015 2:53 PM
15	These must be fully funded to be effective.	3/10/2015 1:33 PM
16	Yes, it's good to have plans that set out goals. To have to write improvement plans year after year for not making the moving AMAO targets, however, is assuming that we are failing our students. It creates a lot of paperwork and doesn't always account for the successes that are occurring. It's a simplistic way of measuring success and it's not progressive.	3/10/2015 11:08 AM
17	RTI should be implemented at all schools. Then, AMOs should not be needed.	3/10/2015 9:51 AM
18	No comments	3/10/2015 8:24 AM
19	Supported	3/9/2015 4:07 PM
20	Same as 2F. Too many schools cannot make the AMO targets. Retool and start over.	3/9/2015 3:47 PM
21	The support needs to be clear, not ambiguous.	3/9/2015 3:20 PM

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22	Graduation rates should be if/when a student graduates, not just if they do it in four or five years? Do colleges get evaluated when students do not graduate in 2 years (community college) or 4 years for universities? Too many students are already behind that 1) come from unique situations, 2) move into the U.S later on and already are behind, 3) have high mobility rates and are not in anyone place long enough to have very much impact?	3/9/2015 2:50 PM
23	no comment.	3/9/2015 2:44 PM
24	Sounds like a good idea.	3/9/2015 2:36 PM
25	No input	3/9/2015 2:27 PM
26	What significant funding will there be? Will this be more empty words and bureaucratic language, like we got from Rudy Crew and Kitzhaber? Will the Oregon "Investment Board" provide any meaningful funding to help these schools?	3/6/2015 9:57 AM
27	Again, mandating a specific number of minutes spent in language or reading blocks is not the answer. Supports have to focus on maximizing effective instructional strategies in all classrooms. Mandating specific minutes of content is only a "check off" item, not a true intervention.	3/6/2015 8:16 AM
28	For one thing, you should get rid of the growth formula. It enables sub-groups to completely fall through the cracks that have low proficiency year after year, yet the schools receive praise for their growth. The AMO's are unreasonable, especially given the impact data regarding sub group pass rates on the SBAC test.	3/5/2015 8:05 PM
29	I feel sorry for those who must adapt the demands to actual schools. Incentives and supports must go to actual people--either the administrators, the educators, or the students. I do not know which people receive the supports and incentives. However, the sentence suggests that the purpose is to ensure an easily understood, but unpleasant and demanding process, so the incentives must be going to those as far away from the actual needs of children as possible. I am CERTAIN that the actual supports for low achieving students--health care, nutritious food, parents who are home, a home, and the feeling of well-being that those who can put monetary worries out of their minds--are not part of this program.	3/5/2015 2:17 PM
30	Teachers know standards, not horrible corporations and fed/state lackeys.	3/3/2015 10:45 PM
31	Smaller class sizes, no high-stakes testing, more EA support, teachers time to plan and collaborate	3/3/2015 9:10 PM

Q7 What questions do you have about the Student Growth Percentile process in educator evaluation systems?

Answered: 40 Skipped: 71

#	Responses	Date
1	What tool will states be required to use to demonstrate progress? OAKS? or a PSAT/SAT?	3/24/2015 10:39 AM
2	It's probably the best we can do considering that the results from SBAC Assessment will always come in the fall of the following evaluation year.	3/24/2015 10:36 AM
3	Why is USED requiring this approach when using state standardized assessment does not have research to support the use in evaluating educators. It is unfortunate that the USED is requiring Oregon to move in this direction. Oregon has developed an educator evaluation system that has integrity and growing support from educators. The process reflects educator responsibility in supporting student growth in the development of meaningful student learning and growth goals in conjunction with other measures (i.e. multiple measures approach). The use of growth percentiles based on a standardized assessment has no research foundation and will undermine the credibility and integrity of the Oregon educator evaluation process among the teachers and administrators it is suppose to support over in their growth and development over their career.	3/24/2015 10:32 AM
4	Same	3/19/2015 3:15 PM
5	How timely can schools get information back? Using one test that is offered in April, with results in the summer is hardly an effective measure, especially when annual evaluations must be completed by March or April.	3/18/2015 3:38 PM
6	To my knowledge, the growth percentile system does not in any way account for the impact disabilities have on a student's rate of growth. In our situation, over half of our ELLs at the secondary level are ELSWDs. So, I fail to see how this "one size fits all" structure in which over 90% of the students are supposed to meet these "growth targets" on a computerized standardized test can be fairly applied to all teachers in all teaching situations. Also, as it is explicitly stated in the new ELP Standards, students' ELD is not purely the responsibility or result of the ELD instruction being given by the ELL teacher. Rather, it is a cumulatively growing proficiency that depends on ALL teachers who work with that student. So, how does this system apply to specialists, such as ELL teachers or SPED teachers? This is the problem with "one size fits all" mandated systems. They are built for one scenario, which is only a small part of the overall reality. "Consistency" is not the same thing as, "We will create one plan and try to make everyone fit into it," yet that is exactly how this structure is written. The "choose your own growth goal, and then compare it to "the state's way" doesn't really provide any flexibility. We are still trying to take a child's entire school career, including multiple specialists and programs, and somehow pin their test results on a single teacher, when that single teacher has provided only a fraction of the instruction impacting the outcome. You can use those scores for the purpose of identifying SCHOOLS that are not getting the results they should be, and the administration of those buildings should be looking at TEACHER-level data to see who needs additional training or support, but that administrator can then look at the more complex dynamics of how various teachers at various levels and in various specialties are or are not working together to facilitate growth. I am so very tired of the gross oversimplification of our educational systems that politicians use to foist ineffective, pointless mandates and systems like these on our schools.	3/16/2015 1:21 PM
7	As districts continue to explore connecting compensation to educator evaluation systems, we must ensure that our SLG measures are accurate. We will not be able to move this work forward without trust in our assessment system.	3/16/2015 9:34 AM
8	Continue the good training but schools struggling need personalized visits and training hand holding until the confidence is there	3/14/2015 7:57 PM
9	I do not agree with "student growth" or "achievement" being measured by scores on a standardized test. There are much better ways to measure student growth: portfolio assessments and classroom observations, for example. The fact that something is easy to measure does not indicate its value as a measurement. Further, to use an assessment designed to measure something about student learning to then turn around and measure something about teacher, principal or school quality is an inappropriate use of that assessment. One single assessment cannot serve all those purposes. Most true experts in assessment agree with that statement.	3/14/2015 2:09 PM
10	The entire process of linking specific test scores to teacher evaluation is misguided. It will surely lead to lowering student performance results for real children in school.	3/12/2015 3:30 PM

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11	The biggest issue I have is with timing ... the growth goal can only be determined by the use of assessment type data and we have little consistency in formative or summative data availability either by type or in a timely fashion. We will not get student performance data until next school year and teachers will have new students. We need to get to a process where the work that needs to be done and the data that supports that work are available in a usable and reasonable time frame.	3/12/2015 12:07 PM
12	This should be disconnected from the state assessments and be connected to common formative assessments developed to the rigor of the CCSS at the team level.	3/12/2015 9:30 AM
13	We need to better define the evaluation rubric for specialists before we can apply a growth process.training.	3/11/2015 7:05 PM
14	Calibration across districts and the state. At this point, while our tool is great and embraced by teachers and administration, we are not calibrated.	3/11/2015 4:34 PM
15	Why there are two options? It seems that the first option is simple and consistent. We keep hearing that ODE needs consistency in evaluation scores for the waiver to be approved but we constantly see inconsistency in applications.	3/11/2015 2:34 PM
16	I want to understand what measurement will be used to determine growth.	3/11/2015 8:59 AM
17	None	3/11/2015 8:48 AM
18	Oregonians aren't going to choose between the two options? The feds are? I like the matrix that mixes together student growth on Smarter Balanced with student growth on a school or district-based method of measuring learning	3/10/2015 6:16 PM
19	How can you expect to measure valid student growth in a classroom when teachers are writing the pre and post assessments that measure the progress? They are not universal or standardized. At a high school level, the growth measures could be written for over 200 courses. Can you name one universal assesement at the high school level for all students?	3/10/2015 12:41 PM
20	I think tying student growth to teacher performance is a joke. Seriously. Teachers in high income schools that perform well will be seen as doing well (false assumption). Teachers who are working their tales off in Title schools will feel punished. They will leave the profession or leave the school. This can mean that some of our most talented teachers for the Focus schools leave for greener pastures in order to keep their reputations in tact. This hurts kids and it hurts the school's progress out of Focus status. Those schools do not need turnover. They need consistency. They are pressure cookers and teachers are stressed as it is.	3/10/2015 11:25 AM
21	How can we ensure teachers that these new assessments are accurate and reliable? How can teachers be expected to tie their goals to an assessment that they still know very little about?. How can these scores be tied to one teacher when the student(s) likely work with multiple teachers/staff throughout their day?	3/10/2015 9:54 AM
22	None. Just need it to presented to everyone in simple terms that they can grasp. Leave the more technical aspects for those who enjoy digging deeper.	3/10/2015 9:51 AM
23	how about letting the students do some of the evaluation? Might get them to take more responsibility for their own learning	3/10/2015 8:47 AM
24	None. It's a silly expectation when we still have site-based decision making opportunities.	3/10/2015 8:26 AM
25	This is beyond problematic. It can lead to inaccurate perceptions of school and teacher effectiveness.	3/9/2015 4:14 PM
26	Will there be multiple measures of student achievement included or will it be the "high stakes" one time assessed Smarter Balance?	3/9/2015 4:10 PM
27	This cannot be achieved when moving from OAKS to SBAC. Can we "pause" this for a year?	3/9/2015 3:50 PM
28	There are no questions, but I keep getting mixed responses in how to implement the process of finding a percentile. All parties have to be on the same page, or we in the working world (with the kids) are very confused.	3/9/2015 3:22 PM
29	You are comparing apples to oranges. What students were tested on before with the OAKS and now with Smarter Balanced are two very different tests and what they ask for. The percentages will not mean a thing. Some will use the percentages just as a positive promotion" if they meet the level, while others may just set lower growth goals just so they can meet levels.	3/9/2015 3:13 PM
30	ODE has not put out a FAQ regarding the Student Growth Percentile model for educators to review so questions are next to impossible at this time. If a Student Growth Percentile is used- does this really ensure that educators are creating rigorous goals? Teacher effectiveness is only one reason/variable students may not meet growth goals. Divorce, environmental changes, mental health conditions, absenteeism, etc can also be factors that influence student achievement. How will ODE consider these factors?	3/9/2015 2:50 PM

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31	How will the matrix ultimately affect schools and teachers?	3/9/2015 2:38 PM
32	How do teachers of non-core subjects use this process? Is it a website that allows teachers to enter raw data and receive an expected growth outcome?	3/9/2015 2:33 PM
33	This should be removed immediately. Too difficult to quantify. Additionally, administrators write evaluation in May/June when SBAC data is not even available. The new teacher eval. system is cumbersome and should be thrown out completely.	3/9/2015 2:22 PM
34	What accountability will there be to ensure: validity, reliability, fairness and sensitivity? How will ODE provide actual support? What funding will be devoted to this issue? How will ODE be held accountable?	3/6/2015 9:59 AM
35	It seems to me that since SGP will be determined by the state and calculated by others and not classroom teachers, then all teachers should write both SLGs based on Category 2 assessments. Teachers in tested years and subjects would then write two goals as well, but have a reported Category 1. I also don't think goals based on SGP should have any weight on a teachers' evaluation but should become part of the data picture of a school.	3/6/2015 8:19 AM
36	The process is ridiculous. We are asked to set 100% goals and then don't worry you are graded on the rubric and you can explain it at your evaluation meeting. It would be better to set a realistic goal and achieve that. No consideration has been given to teachers in non-tested subjects. Each teacher has to give multiple tests to prove that they aren't poor teachers. This can result in students taking multiple tests in a single day. A pre-test is given that all students will fail. Then you give the same test post-teaching and WOW look at your growth data. Sub populations are left behind once the desired percentage is reached.	3/5/2015 8:13 PM
37	Doesn't holding teachers accountable for student performance guarantee that all teachers will want to teach children who don't have the problems that poverty creates? How can anyone say with a straight face that this has anything to do with the quality of teaching, learning environments, or preparing students for life as adults? It is less outrageous to ask attorneys or real estate agents to take tests to assess their retention of information that they will never use as a condition for licensing, but to ask students to do so as a condition of their teachers' pay or benefits is malpractice, if not criminal negligence of education.	3/5/2015 2:39 PM
38	Tell the Feds to back off, or they will be sued by our state for violating civil rights of children.	3/3/2015 10:46 PM
39	Why is it high stakes and tied to a test?	3/3/2015 9:11 PM
40	What research proves this approach works. Does the federal govt have research no one else does?	3/3/2015 8:59 PM

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Q8 What supports will districts need from the state to implement the Student Growth Percentile process in their evaluation systems?

Answered: 42 Skipped: 69

#	Responses	Date
1	Accurate statewide data base that follows the student where ever they go in Oregon. Tests scores with the same evaluation tool will track student growth.	3/24/2015 10:39 AM
2	The state should take the lead on rolling this out (talking points, trainign materials, etc.). This will ensure consistency and help districts message the concept of the non-negotiables within the waiver. OEA needs to stand together and support the work as well. Districts can implement well when working in parnership with both of the other entities.	3/24/2015 10:36 AM
3	Educators will need solid research that convinces them that SGP is truly an accurate measure of how they have helped students grow and develop in the learning of math and ELA content and skills.	3/24/2015 10:32 AM
4	Give the schools back to the people.	3/19/2015 3:15 PM
5	More timely turn around of data to teachers and schools. More measures that can be utilized.	3/18/2015 3:38 PM
6	Staff development modules that will be used across our state. This will give a better opportunity for all teachers in our state to receive the same message. Adequate professional development for school superintendents, principals, Teacher's associations and teacher's, will ensure consistent implementation across the state.	3/17/2015 5:00 AM
7	The structure as written in the waiver is not really a valid, useful system. There is nothing anyone can do to make it salvageable. From the tests themselves to the utter lack of attention to the complex needs of our students and the complex educational programs we have in place to support them, this whole "90% of your kids will meet their growth percentile target". plan is unrealistic and tells you nothing about the effectiveness of the teacher. Can the state magically change the cognitive and linguistic development of our ELLs (especially our ELSWDs)? If not, then I'm not sure how they can force these students to conform the mathematically "clean" but pedagogically untenable system proposed here.	3/16/2015 1:21 PM
8	I think that most teachers would be happy to have the state set growth targets for their learners if they are reasonable and based on individual scores. The process of writing their own goals tied to Smarter Balanced would be too time consuming.	3/16/2015 9:34 AM
9	Ask schools if they need more training if they do, make it personalized for their school or district	3/14/2015 7:57 PM
10	I again urge Oregon officials to turn down the waiver and wait for the democratic process of reauthorization of the ESEA to occur.	3/14/2015 2:09 PM
11	As flexible as possible. Districts will make every effort to mitigate the impact of this misguided policy to protect children from the negative results.	3/12/2015 3:30 PM
12	Be able to support packages, such as the SBAC formative assessment package so districts are able to gain timely access as well as affordable access. This year the timing, the usability, and the affordability (unless you held out for the SBAC/OESD option) were not aligned in nay fashion.	3/12/2015 12:07 PM
13	Training for teachers and principals on ensuring CFAs and SLGs are written ti the rigor level of the CCSS.	3/12/2015 9:30 AM
14	Training available at a county level.	3/11/2015 7:05 PM
15	Funding to provide staffing for summer interventions, after school tutoring programs and additional courses, such as Intervention Math Class.	3/11/2015 4:34 PM
16	Some clarity on timelines. We are supposed to complete evaluations on an annual cycle but we do not receive results from the SBAC %tiles until well after school is out and staff has departed. In some cases, the same staff returns in August but in many cases, they do not. Evaluating these staff members on a two year cycle helps but even that needs clarity. For probationary teachers, the next year begins nearly as soon as we will receive and be able to review the previous year's results on SBAC. There needs to be more guidance and clarity on the details of implementation.	3/11/2015 2:34 PM

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17	We need a consistent system state wide in order to compare districts and schools.	3/11/2015 8:59 AM
18	VERY clear and specific guidance that outlines a commonly administered set of criteria AND processes across all districts.	3/11/2015 8:48 AM
19	Specific training from trained professionals on how to implement and measure student growth.	3/10/2015 1:34 PM
20	More clarity on what Smarter Balanced results tell us. More clarity on SLG goal setting.	3/10/2015 9:54 AM
21	We will need early, clear, explicit information about how this works - a communication information campaign in easy to understand formats and language. Needs to be simply and straightforward to use appropriately in the evaluation process. This needs to be provided as soon as possible - this June if possible in terms of starting the communications on this. The timelines for text score release/growth targets and the timelines for teacher/admin. evaluation don't align - these need to align if this is to work well. If districts don't receive their test scores or are on 'pause' for the coming year, this will simply not work and will sadly be meaningless compliance issue.	3/10/2015 9:51 AM
22	professional development---provide examples and models schools can adopt and copy	3/10/2015 8:47 AM
23	No support. Simply set the expectation for all.	3/10/2015 8:26 AM
24	Dollars for additional FTE to support growth for students.	3/10/2015 8:10 AM
25	Not change things for awhile. Let us get used to the system.	3/9/2015 6:41 PM
26	Not sure there is anything to do but refuse to implement. Question becomes when does bad policy require civil disobedience?	3/9/2015 4:14 PM
27	A deep understanding of how this information effects overall evaluation.	3/9/2015 4:11 PM
28	Solid and easily accessed data reports and also the ability to use the state data combined with other assessments given at the school or district level.	3/9/2015 4:10 PM
29	Reliable date that cannot be achieved moving from OAKS to SBAC.	3/9/2015 3:50 PM
30	The biggest and most helpful support will be making sure the message we receive from ODE is the same each time someone presents it. We keep getting different messages from different departments.	3/9/2015 3:22 PM
31	If this is going to happen administrators will need much more time to go over these, but I don't believe that is going to happen. I have talked with several administrators around the state not one has really liked this system and feels it will be successful in the long run. If you want to see large strides in improving education and having teachers and administrators at the fore front of all those things we want to see in education and are good for education/kids, is increase the salary to where more people are going into the profession and then you can choose from the best, brightest, and innovative teachers. There is such a shortage now that we have to often choose the best of the worst because we have to get by the HQ standards. Business and industry says they need more science, math, etc., type teachers, but they are snatching them up because they pay so much more than education. When there is a surplus of educators and schools can have several good candidates to choose from, then class room performance will rise and great strides will be made. This would also help improve the respect teachers get. Remember just because you are HQ doesn't mean you are a good teacher.	3/9/2015 3:13 PM
32	Training, Training, Training. More information. The first time I heard about this "student growth percentile" was last week when I was speaking to an ODE representative. Where are the FAQ's, information, guidance sheets and when was ODE going to begin to explain and/or incorporate this into the system?. And does ODE have to incorporate this into the system? too many questions- not enough answers!	3/9/2015 2:50 PM
33	The current timeline for returning information to the districts does not align with teacher evaluation timelines. The ODE will need to provide guidance for this problem.	3/9/2015 2:38 PM
34	Most of our staff understand how to fill out SLGs, ongoing training on how to set and determine growth goals is needed.	3/9/2015 2:33 PM
35	See above	3/9/2015 2:22 PM
36	Full funding	3/6/2015 9:59 AM
37	A lot more information about how the state is setting SGP targets, and a clear system for reporting the data. A common platform for evaluations would be helpful, too. TalentEd is not getting the job done.	3/6/2015 8:19 AM

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38	An alternative to using SBAC in evaluations needs to be developed. It's not fair to teachers that teach SBAC tested grades. The majority of teachers do not work in SBAC tested subjects. The collaboration on the development of the evaluation was not collaborative as mandated in SB 290 in regards that few teachers were involved in the development of the administrator evaluation system.	3/5/2015 8:13 PM
39	Districts need data on student performance. Unfortunately, the best data on student growth is created by teachers using summative and formative assessments. Norm-referenced assessments have been shown to measure culture and social status much better than they have been shown to measure student learning.	3/5/2015 2:39 PM
40	None, because we won't be doing it.	3/3/2015 10:46 PM
41	Not make it high-stakes. Time to plan and collaborate.	3/3/2015 9:11 PM
42	We need research to show this works. Since it does not work tell the federal government parents and teachers want something that does. I hope the state of Oregon is urging different language and guidelines in the ESEA.	3/3/2015 8:59 PM

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Q9 Do you have any additional feedback or input on Oregon's waiver renewal?

Answered: 34 Skipped: 77

#	Responses	Date
1	I believe that the Federal Government has appropriate intentions. With that said, I strongly urge the state of Oregon to convince the Federal Government that OAKS coupled with evaluated student work samples gives an accurate picture of student progress and performance. Our state educators are capable professionals that are able to evaluate student artifacts that demonstrate proficiency in required areas.	3/24/2015 10:39 AM
2	Very thorough application. Thanks for the opportunity to read in advance. What is our position on ESEA re-authorization and how will it affect the waiver process if it comes to pass in the next year?	3/24/2015 10:36 AM
3	none	3/17/2015 5:00 AM
4	I do appreciate the "Large Gap" subgroup addition to the accountability plan. This idea supports equity in educational system.	3/16/2015 1:22 PM
5	How can the state provide districts with access to other assessments that are aligned to CCSS but not considered high stakes like Smarter Balanced?	3/16/2015 9:36 AM
6	Do not work teachers and schools to death just because Oregon wants the waiver. Be there to listen to the genuine concerns of the implementation process. Help schools get to where they need to go gently	3/14/2015 7:59 PM
7	I think I've made myself pretty clear: the waiver process is undemocratic and allows for too much centralized control in the hands of a few people. I believe Oregon should turn down the waiver.	3/14/2015 2:11 PM
8	Seek as much flexibility as possible.	3/12/2015 3:31 PM
9	Oregon should consider dropping the Waiver in protest of the USDOE's coercive requirements for test-based rating systems which are harmful to schools, students, teachers, and school communities. Rating systems and high-stakes tests do nothing to address the real problems that our schools face. We need to end poverty, and in the meantime, to dramatically increase the recourses and support to high-poverty schools. Punishing schools does not make them better, and rating teachers by their students' test scores drives great teachers out of the schools that need them most. Oregon should "fly with her own wings" and adopt education policies that support kids in poverty with the resources they need to thrive.	3/12/2015 2:26 PM
10	I think where possible it may be of value for us to take some of the language or concepts from the new ESEA bill in congress that appears to have some credibility across aisles.	3/12/2015 12:09 PM
11	Good luck and thanks for your efforts.	3/12/2015 11:02 AM
12	De-emphasize the state assessment. These are important, but are being used for purposes for which they are not designed for political reasons. If we focused on what actually works best in education - explicit instruction, immediate feedback, high expectations, screening/progress monitoring, and CFA's - we'd move the dial far beyond using a monster summative assessment to make all judgements. Dial it back - don't let the feds and the Koch's ruin us.	3/12/2015 9:34 AM
13	Our district is looking at cuts with the Budget Co-Chair's school funding plan. This will not gain traction on the amazing initiatives and requirements to serve students at a higher level being asked of us. WE WANT TO DO THESE THINGS that the flexibility waiver requires, the cuts we face potentially undo the forward motion we have made.	3/11/2015 4:37 PM
14	I believe that Oregon should now adopt a uniform set of rubrics for all districts to use. We have worked under a certain amount of flexibility in developing our own but due to the range of possible choices and the inconsistency therein as well as in the number of scored rubrics, we are all over the board. If the goal is to improve instruction, gain consistency across districts and provide training and inter-rater reliability, the time has come to adopt a workable version of the Danielson rubric for all to use. I realize this may be unpopular with some but the time has come.	3/11/2015 2:37 PM
15	Please provide some consistent guidance for districts around report cards, evaluation and assessments	3/11/2015 9:02 AM
16	No	3/11/2015 8:48 AM

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17	Good luck!	3/10/2015 6:16 PM
18	EL's need time. Follow Florida's example.	3/10/2015 11:26 AM
19	N/A	3/10/2015 9:54 AM
20	Thank you for asking.	3/10/2015 9:51 AM
21	good luck	3/10/2015 8:47 AM
22	No	3/10/2015 8:26 AM
23	No	3/9/2015 4:10 PM
24	Has the time come to opt out of Federal programs?	3/9/2015 3:51 PM
25	There are plans for improving teachers, administrators, and schools, but nothing to hold parents accountable. If parents are not practicing good parenting and having their kids to school on a regular basis ready to learn, then reinforcing things at home, then what plans on the waiver could be added to hold them accountable?	3/9/2015 3:19 PM
26	too much to put in this survey.	3/9/2015 2:50 PM
27	I think we should not seek a renewal. This waiver process takes the focus of teachers and schools away from key work that really would positively impact student achievement. So much of this waiver-driven work is simply time consuming paper work that has very limited positive impact on students. In fact, I believe these requirements are a detriment to serving students and increasing educational outcomes.	3/9/2015 2:48 PM
28	No	3/9/2015 2:38 PM
29	Oregon should reconsider involvement in the SBAC consortium. The test is too long, too poorly written, and too cumbersome with the class lesson tied to the performance task. We should develop our own state test and not allow outsiders to call the shots for our state, especially with so much power based in California. I vote removal from the SBAC.	3/9/2015 2:24 PM
30	ODE has very little credibility and seems to just pass on the work to districts without providing funding or ever holding ODE itself accountable. With Kitzhaber gone, will the Oregon Investment Board continue? Will there be funding?	3/6/2015 10:00 AM
31	Keep the federal government out of our business. Hopefully the need for all of this will go away if they do something at a federal level.	3/5/2015 8:13 PM
32	I am sure that our state has employees who are capable of crafting a waiver renewal, but I would like to see Oregon being one of the courageous states to risk loss of federal funds by standing up to this abuse of the education process.	3/5/2015 2:51 PM
33	Tell the Feds to back the [REDACTED]	3/3/2015 10:46 PM
34	I would rather not have the Waiver. Look at Washington state.	3/3/2015 9:11 PM

**2015 ESEA Flexibility Waiver Renewal
Stakeholder Feedback**

2015 ESEA Stakeholder Advisory Group, 2/12/15

PRINCIPLE 2 - ACCOUNTABILITY RATING PAUSE

Yes Pause - Pros:

- Alleviates stress over validity of measuring growth (OAKS-SBAC)
- School people might learn more if there's a pause
- Time to re-adjust
- Political breathing room
- Data still available
- Parents aren't provided misinformation
- Two years to allow growth data
- Doesn't impact focus/priority status
- Scores would be two SBAC balanced years
- Technology could catch up
- Aligns with waiver timeline for 2015-2016
- Does not impact focus/priority school imp
- Two year of same test will be used
- More time to implement standards/pedagogy will allow for time
- Relieve anxiety ahead of the COSA/OEA drafting a bill to force pause-tech constraints
- Fear/stress for teachers
- Opportunity to provide PD

Yes Pause – Cons:

- Importance of assessments may be diminished
- Loss of credibility
- Principals and sups lose leverage: focus/urgency
- Encourages opt out of SBAC
- "No rating" on report card
- People may purposefully do poor this year
- Pausing eliminates public perception of falling below the 94.5% participation rate.
- Schools may game the system
- SBAC credibility

No Pause – Pros:

- Allows district to address tech issues
- Allow district time to develop a plan and examine interim assessments
- Credibility-ODE said we'd do that
- It's taken a while to focus people on growth and we might lose momentum
- Keeps growth in spotlight
- SBAC parents of SWD want to opt out so this could impact rating (concern is length of time to test)
- If we pause (f/p schools) how will we know how we did-want to know how we did relative to other Focus schools around the state
- Wants info about how to predict. What will happened if I don't meet exit criteria and I am

not on track to

- Validates process, programs
- Provides leverage inside the school for: focus and urgency
- Sense of urgency in the field
- Districts know where they are at
- Hard to participate
- Don't want to take your foot of the gas

No Pause – Cons:

- Misinformation to parents on the quality of their school.
- Can't sell OAKS & SBAC

Questions/comments regarding either option:

- How would ODE manage perceptions of the pause?
- Districts that spent time getting ready and prepping students for CCSS and SBAC should see better data/ratings than schools that didn't. For people not to know this-after 14-15 and for 15-16 (next identification period) would be hard.
- Needed comparative rating
- Politics
 - SBAC-> next year Yes-no pause, No-pause
 - Participation targets
 - Comparative rating for focus and priority schools only
- With a pause to ensure we don't have artificial growth score, consider multiple years of data instead of just 2 years. Or if you didn't pause then also use at least 4 years of data

PRINCIPLE 2 - PRIORITY/FOCUS SCHOOL EXIT CRITERIA

Option A – Pros:

- Clear and simple achieve a level 3 best for dual language systems
- It's simple
- Parallels what go the school identified
- More equitable for dual immersion
- Easiest

Option A – Cons:

- A school can still have low achievement
- Lower standards
- Not rigorous enough

Option B – Pros:

- Like the idea of schools being able to show growth (achievement is the lagging indicator here). C asks for higher subgroup growth
- Not a lot of difference between b and c
- Requires that achievement has increased
- Acknowledges growth in both areas
- Higher standards
- Continued support
- Prefer option c but with limited funding-need to be able to focus
- Option A not high enough
- Most reasonable

- More accountability

Option B – Cons:

- You can still have a 1 and exit allow this?

Option C – Pros:

- Really like the subgroup growth percentage
- Subgroup growth is higher
- Highest standards
- Continued support
- Puts more focus on achievement GAP

Option C – Cons:

- Bar is higher
- Easier to understand
- Didn't really get to- we think it's between A and B
- Not enough schools exiting and therefore the pool continue to get bigger

Questions/comments regarding either option:

- Examine alternative exit criteria
- Year 1 to year 4
- Why can't we do this->priority schools
 - Non exiting schools __%
 - Focus schools __% =15%
- Are A & B really different?
- You actually can have a 1 in all options and still exit.
- Subgroup is going to be the same criteria for identify, secondary school does the department have a comparison if not Title I yes interest in district support from OEIB
- Examine achievement for dual immersion schools particularly at 3rd grade, identify differently because of a dual language schools, alternative SI coaches that know dual language models
- 60% is a very low rate and the state should relook at that number for graduation rate other review team looks at formative data rather than the summative data

PRINCIPLE 3 – EDUCATOR EVALUATION/STUDENT GROWTH PERCENTILES

- District makes decision about which option to choose .
- Are academic peers is solely based on test scores?
- Option A - what is the time estimate it's going to take—districts have access to the data on the secure site and we don't know how we can help the district out and what is the most official way to get class rosters
- What happens if teacher moves in the middle of the year?
- High mobility if you give a student roster in the fall and then they move, ODE will have to provide some guidance around that
- Cohort data for students - is that a possibility?

Which option would you choose?

Table 1 - Option A - clear

Table 2 - Option B - smart to offer options to districts to decide what is best for them

Table 3 - Option A

Table 4 - Option A

Table 5 - Option A - we believe there is an expectation from State to make as simple as possible

Table 6 - Option A - guidance about classroom rosters

Committee of Practitioners, 2/18/15

PRINCIPLE 3 – EDUCATOR EVALUATION/STUDENT GROWTH PERCENTILES

I understand the waiver; the thing that is hugely wrong with this process is that an evaluation for teachers in grades 4-8 couldn't be completed until the following school year, when they are already with a new group of kids, they may have a different administrator, they may have moved buildings, and they may be teaching a different grade level. If this is what we have to do, the state has got to find a way to get us the information that we have to use to do the summative evaluations before teachers leave in the summer. That has got to happen; this is a nightmare, from an HR standpoint. We are setting up a huge problem when we are trying to work with teachers who are marginal or teachers who need more support. Our contract timeline is March 15th but now teachers aren't even going to get a summative evaluation till the following school year. This doesn't make sense. I am sorry, I am very passionate about this clearly, but we have to address how we can get the information that we need in a timely fashion.

When we are talking about looking at the data; my understanding is we would use two years of data to come up with all the various ratings. As we are in this transition year we are not going to get data at all till the summertime and that data is already questionable given this is our first real run out of Smarter Balance. How are they going to coordinate the data pieces for purposes of teacher evaluation?

The problem with testing earlier is what's the purpose of the test? The purpose of the Smarter Balance has now just become not really about students and student growth, it is about a teachers' evaluation. It seems to me like we are largely missing the point on the purpose of all this. Testing earlier isn't an investment into the kids we are doing it so we can get a score for a teacher and if we test later, we are I think, being hypocritical when we tell teachers 'students need immediate feedback'. We need to use the feedback for formative instruction. But, we are not going to give you any feedback until next year when it is too late for you to do anything about what you are doing right now. This is not good; we do not have our eye on the prize any more. We are taking a test now so we can give a teacher a rating.

My question is how are we using this to help teachers then? We are not! Because it is going to end up being something in the following year; this isn't about supporting teachers at all. I can understand why teachers would be upset about this. This is a gotcha; this isn't meant to be a supportive process at all.

Why can't we use the interim assessments to inform our teachers? We should be able to give them a summative evaluation at the end of that school year. We shouldn't have to complete their summative evaluation in the following school year when they have already started something else.

If that is the timeline we have to follow, because that's what the Feds say, I get that. One of the things that came out originally was that we have to use student assessment scores to make employment decisions. I think we need to be very clear in our messaging that's not going to be; those summative ratings are not going to be used for our employment decisions. It is going to be based on our professional practice and professional responsibility because what our timeline

is for our contract notification and what our timeline is for when we are working with teachers is different than the summative evaluation scores.

I think that is an important factor to keep in mind as we are looking at the timeline which I agree is less than ideal. But I think we are given some parameters to work with in that at the state level perhaps we have no control over because it is a consortium. And so I think we maybe need to focus a little bit on that 'student growth' piece being a small percentage of the overall teacher rating process.

Oregon School Personnel Association, 2/27/15

PRINCIPLE 3 – STUDENT GROWTH PERCENTILES

Which option do you think your district will choose?

- Option A – if can get Union to see less work
- I am not 100% certain Option A would be the selected option by my district, however it appears that past history reflects this will be where we end up so why confuse teachers by yet another change
- Option B - To allow for individualized goals
- Option A - Likely, although teachers in grades 4-8 may feel greater pressure and may feel treated unfairly. Doesn't make more sense to have all districts do it the same?
- Unsure at this point
- I can't make that decision without additional information.
- Keep it simple. The concern is whether there will be a push by teachers (organization) to use option B to "water down" the impact by setting easier goals
- Option A
- Uncertain
- Option A - However I am concerned Category 1 will over ride everything in the SLG rating
- Option B
- Uncertain
- Option B
- Option A - Need to simplify the process
- Not really sure why would do option B
- Option A
- Which is most efficient? I think Option A
- Option A because it's concrete & understandable; Option B is confusing and misleading

What questions do you have about the SGP process?

- This doesn't seem workable: a) Timelines don't match if we don't get evaluation data until August; b) Different options might fit individual schools better. District Buildings should be the choice; c). How does the teacher teaching TAG differ then the pre-algebra class.
- Once there is a comprehensive explanation with examples. Not enough information at this time.
- What happens when teachers move between districts? How will districts actually carry out matching up teachers with their students from a previous year in order to generate a median SGP for teachers at the same time they are creating school report cards, getting KA going, starting the school year, reviewing assessment results, etc.

- This creates much more extra work at the intermediate/middle level for teachers and administrators and delays their evaluation work for ELA/Math until Fall. Is there a way to allow us to treat all teachers the same? What about kids who move in from out-of-state?
- Will this mean a change to the evaluation process if we have to wait until fall for the data and going over this information with the teacher?
- How does developing a roster in the fall show whether students experienced growth the preceding year in a particular teachers classroom?
- Timelines are troublesome, receiving data in Summer causes problems. Will middle school teachers have to use all courses, classes, students? Can they choose? What about High School Math & ELA Teachers? With percentile growth, when does the student need to be in your class to count for your score?
- How does the final evaluation timeline retain any kind of meaning if it can't be completed in the year student are actually present?
 - If the evaluation timeline now stretches into a second year but isn't tied to the March contract deadlines, how in the world do districts make any kind of decisions regarding renewals/extension based on evaluations.
 - An evaluation process that stretches into more than one school year is problematic:
 - teachers who leave the district in June aren't completed
 - time to complete evaluations/set new SLG in Fall is enormous impact
 - SB290 states, "...inform personnel decisions. Until contract timelines are changed statutorily, it almost makes the evaluation irrelevant as those decisions are made in March – eliminating the ability to use the evaluation to inform personnel decisions
- Just question about timelines
- How accurate and inconsistent will evaluations be when they're not getting the info until summer?
- How does this impact principal evaluations? How much additional work would Option B cause for the central office or principal?
- Feel that the state will ultimately select goals, don't waste the educators time. What happens if district chooses B and teachers don't want that?
- Verifying class roster?
- Need intact cohort – those students need to start with the teacher and end with the student; for example - could all 60 students in a "Walk to Read" class be the responsibility of all three teachers?

How would you recommend ODE communicate the Student Growth Percentile options to all districts?

- Important to communicate (esp. to HR directors) the need to adjust the timeline of teacher evaluation – esp. for teachers that must complete a Category 1 goal
- Guidance similar to previous communications. Post guidance on ODE website & include in the FAQ document.
- Thorough administrators instead of HR Staff
- Through a power point sent to the district office so that we can walk them through this
- Have knowledgeable ODE staff visit school districts to share information with all staff affected by this change. Provide concrete examples of how the process works.
- Presentation needs to be clear. For those of us who are not involved in the evaluation process directly, it was confusing with all the different acronyms.
- Perhaps a Power - Point sent to everyone? Inform through the website
- Change contract approval (extension/renewal) timelines

- Notice to Human Resource Directors and Superintendents-not just Superintendent
- The explanation you have is clear. Having timelines will reduce anxiety. Clearly explain what happens for grade 3 & grade 11 teachers.
- Communicate all information with HR Directors and/or Superintendents and let us do it
- Inform on website
- Get info out first – then series of trainings (regionally)
- Via email of Friday afternoon at 4:55 pm. Not really!:) Conduct sessions around the state and present to districts; present at all COSA conferences; over-communicate, in person, and allow questions, etc. The video was helpful!
- In choosing option, should recommend teachers, district evaluation team, etc. weigh in on SGP options to ensure representative consensus

Common Core State Standards (CCSS) and Educator Effectiveness (EE) Implementation Stakeholder Review, 12/11/14

PRINCIPLE 1 and 3:

As part of the Cross-State Leadership Collaborative, ODE convened a group of K-12 and higher education stakeholders to review and evaluate CCSS and EE implementation with a focus on integration of these initiatives. The Council for Chief State School Officers (CCSSO) facilitated a process and the results are summarized below:

1) What we expect:

- a. Align standards for effective teaching with standards for students**
 - Definitely could be updated/focused
 - There is a shared definition, but not sure about a state directive guiding the definition
 - No curriculum adoption in close to ten years (funding barrier)
 - Clear performance metrics missing
 - State has done really good work but lacking data on what each district has done
 - Clear standards from the state but too much district variation
 - EE & CCSS seen as two different systems - ODE is currently pushing on this
 - Capacity issues and stretched thin on integration
- b. Embed CCSS expectations for educators in the evaluation process**
 - ODE has put info out there for districts even though some districts struggle to consume
 - The work is good and aspirational but implementation is a challenge
 - Capacity is an issue
 - State has done great work putting out rubrics and data collection but access and implementation of MATRIX an issue
 - Decisions have centered on multiple choices instead of multiple measures
 - Some districts are prioritizing equity separately from EE/CCSS
- c. Emphasize support, feedback, and continuous development**
 - State role in resources, tools, and exemplars!
 - Real attempt to use data to inform feedback but onus on educators to prove themselves
 - Process doesn't feel supportive; feels like a stand-alone

- Process may or may not incorporate shift in standards—based on administrator
- 2) What educators experience:
- a. Provide instructional materials that are aligned with CCSS
 - For math, there are lots of available materials; access is a question
 - Outside SEA materials exist; hard to find through ODE; ODE not an instructional and assessment guide
 - State does not offer scope and sequence; state provides guidance criteria
 - Adoption cycles are a challenge (along with limited funds).
 - State does not facilitate or convene reviews of materials.
 - TOSA time used for some of this; hard to find aligned materials
 - b. Provide diagnostic formative assessments aligned with CCSS, especially for SLGs
 - No common expectation of formative assessments (districts get the funding as per state Legislature).
 - Interim assessments in digital library not available until January
 - Can state provide guidance/discussion around assessments? (State RFI on web)
 - Bring educators together to discuss connection to materials?
 - Secondary content teachers beyond Smarter Balanced (Category 2, CTE, PE, etc.)
 - c. Provide professional learning for educators and evaluators concurrently by role rather than separately
 - EE/CCSS aligned professional learning teams, focusing on teachers (common time)
 - Variability of implementation at school and district levels
 - State facilitating/building capacity at district level
 - Districts don't have capacity to do this
- 3) How we implement:
- a. Ensure that the teams managing CCSS and EE coordinate their planning and monitoring of implementation.
 - CCSS and EE teams plan but more cross-agency work needed
 - There is in-house coordination but it is not obvious
 - Working together internally but challenge to communicate to the field
 - Questions from the field are around funding, resources, but not the direction of the state
 - b. Ensure the alignment of resources and programs to support implementation
 - Instructional focus piece is not all the way there just yet
 - Teacher ed programs tapping into alignment
 - ODE is organized & communicative, more than ever before
 - Legislative funding provision/process not linear enough to be adequately used by district
 - c. Engage stakeholders to support implementation
 - Compliance vs. support-driven: still questions about this in the field
 - Aggregation of feedback in a coherent way is an area of growth
 - Mistrust and resulting tension re: educator evaluation around one summative number used to reflect the whole of one's teaching

Themes from CCSS/EE implementation evaluation:

- 1) ODE shift from compliance to support
- 2) What we expect
 - a. ODE has focused and set guidelines/expectations; inconsistent implementation across districts
- 3) What educators experience
 - a. Limited ODE role in instructional materials and formative assessments
 - b. Strong collaborative PD, but is it enough to build capacity?
- 4) How we implement
 - a. Co-planning and problem-solving
 - b. Adjusted organizational structure
 - c. Strategic investments
 - d. Engaging more stakeholders
 - e. New opportunity with higher education.
 - f. Tension between short term and long term funding

Oregon Department of Education
Common Core Communications Partner Meeting

November 26, 2013
8:30-12:00

8:30-8:50 – Welcome and Introductions

8:50-9:10 – Setting the Stage - Common Core in Oregon and Around
..... the Country

9:10-9:50 – Group Share Out: What's currently underway around
..... Common Core

9:50-10:05 – Break

10:05-10:50 – Messaging Brainstorming

10:50-11:20 – Group Report Out and Discussion

11:20-11:50 – Coalition Building / Next Steps

11:50-12:00 – Final Discussion and Close

Common Core Communications Meeting Notes – Nov 26, 2013

What is your organization currently doing around Common Core Communications:

Stand = Stand for Children

PTA = Parent Teacher Association

OSBA = Oregon School Boards Association

COSA = Confederation of Oregon School Administrators

CCWD = Community College and Workforce Development

ODE = Oregon Department of Education

Local SDs = School Districts

OEA = Oregon Education Association

	Web	Newsletter	Tools / Resources	Email	Trainings / Professional Development	Forums	Media Outreach	Webinars	1-on-1 Meetings
Parents	Stand ODE PTA Local SDs	Local SDs PTA	ODE Local SDs Stand PTA	Stand PTA	Local SDs Stand PTA	ODE PTA Local SDs	Stand ODE Local SDs PTA OSBA	Local SDs Stand	PTA Local SDs
Educators	Stand ODE OEA OSBA COSA Local SDs	ODE Local SDs OEA OSBA	PTA Local SDs Stand OEA ODE	ODE OEA Stand	Local SDs ODE OEA COSA	Local SDs COSA ODE	ODE OEA OSBA	ODE OEA OSBA	PTA OEA
School Boards	OSBA PTA Local SDs	OSBA	Local SDs OSBA Stand PTA	OSBA	OSBA		OSBA	OSBA ODE	Local SDs

	ODE		ODE						
Legislators	Local SDs PTA ODE		Stand PTA ODE	PTA		ODE	OSBA		PTA ODE OEA
Community & Business	ODE Local SDs Stand PTA OSBA		ODE Stand PTA			ODE	ODE OSBA PTA		PTA OEA
Students	ODE Local SDs		CCWD						

Messaging Brainstorm

A main focus of the meeting was around messaging brainstorming. Below are the messages the group developed for each audience. Key messages and messengers are also called out.

Educators

Key messages:

- Allows more creativity and innovation
- It's about each and every student being successful
- You will know that your students are fully prepared for their futures

Other emotional messages:

- This builds on the good work underway and takes your work to the next level.
- Learning style flexibility.
- Allows teachers to be teachers.
- You still have control over how you teach
- You will be supported in implementing the common core
- It will help kids shoot high and support students in developing aspirations
- This is a long-term investment in common standards that will most effectively support your students

Rational/factual messages:

- More useful test results and data
- PD tied to standards with tools aligned
- Will allow our state to develop common formative and interim assessments (tools so you know how your students are doing on a more regular basis)
- When students come from other schools they will have a more consistent knowledge level
- Wealth of tools and learning resources free online
- You will know what the teacher before you taught – the foundation to build on
- Educators can transfer from district to district, state to state, and be ready to teach to a new classroom
- Test results will be comparable from state to state so you'll actually know where Oregon stands
- Kentucky results – raising over time

Messengers:

- Administrators (principals, superintendents)
- Other teachers
- Career and technical educators

Parents

Key messages:

- Your child deserves to be ready for college and/or career so they can compete in today's economy

- Past standards weren't giving you an honest look at your child's learning. With CCS you'll know when they are actually on track for college and career
- No matter your zip code, your child will be getting an equal, high-quality education
- This is a common goal, not a common curriculum. Teachers are allowed to be teachers and teach creatively

Other emotional messages:

- Show how CCS will help close the achievement gap
- If I move to another state, my child won't be behind
- Estas reglas son para todos estudiantes de todas raizes
- Do you want your kids to struggle now or in their adult life? They have supports now
- CCS makes sense for kids and are age appropriate
- We want your child to be ready for his/her future. The common core can help
- CCS is not a corporate takeover
- Common core standards will ensure your student is prepared for career and college and has the tools they need to be successful
- Test scores will go down and that's a good thing

Rational/factual messages:

- CCS supports students who move frequently from district to district
- New measurements of achievement are to help your child be prepared
- ¾ teachers support the common core and say it's a necessary shift
- Don't let a small, vocal minority derail your child's chance for success
- CCS compatible with CTE
- Curriculum is locally adopted
- These standards are not about rote memorization – they are about skills for real life

Messengers:

- Teachers and principals
- Parent leaders
- Community and faith organizations

School Boards

Key messages:

- CCS is worth the time and money so all student are ready for college and career.
- Local control – you decide how to implement CCS and adopt curriculum
- Scores are dropping – we moved the goal post – stay the course

Other emotional messages:

- We need to be honest about where our kids are so that we can make sure they leave our schools ready

- It's about all kids being college and career ready so they can compete in today's economy
- We are giving teachers the tools that they need to prepare students to compete here in Oregon and globally
- Students in my district are ready for college and career when they graduate
- Common Core will ensure that your district's students are prepared for the future.
- CCS provide long term measurement for achievement – not changing all the time
- \$ professional development = staff success and feeling valued
- \$ professional development = student success
- Core teaches the tools that they need to succeed
- Buy in – this was your idea
- We are all in this together – we can all support each other in this transition
- Yes, scores will drop but that doesn't mean that they know less, just that we're finally being honest about readiness or setting the bar higher

Rational/factual messages:

- Standards are different from curriculum
- Establish measurement to monitor success of implementing CCS
- Opportunity to collaborate with other educators – common mission and tools
- In January, school districts will get their share of \$6M in strategic investment funds to implement CCS and educator effectiveness
- Local control over curriculum, textbooks, hiring, etc.
- Rational response to fear
- Meeting CCS should include methods which connect / engage each student and family
- Facts to hush the haters
- Board members connect with staff to learn what it takes for staff to implement CCS

Messengers:

- Superintendents
- Teachers
- Business leaders
- OSBA

Legislators

Key messages:

- Oregon students deserve the high expectations contained in the CCS
- Common Core is an important investment in our students to ensure they are prepared for their futures
- Your support of CCS shows your commitment to the success of Oregonians
- Common Core leads to greater opportunities for all students

Other emotional messages:

- Business is demanding our students need to be better prepared for college and career. Common core will get us there.

- Show how CCS is closing the achievement gap – accountability and measurements
- CCS is proving to be successful for all students to be college and career ready
- Common Core aligns with the vision you set future of student success (40-40-20)
- This will help your community prepare for future success/prosperity
- Oregon kids deserve an equal education to their peers in high achieving states such as Massachusetts. CCS will get them there
- Here to stay – not next bright shiny object
- We want the best for our children and Oregon’s economy
- The future vitality of Oregon is dependent on having students who are prepared for college and career
- We need your support and to stay the course even when our test scores drop. This will be an issue when PACs give campaign donations. Exon Mobile isn’t giving any \$ to legislators who do not support the Common Core

Rational and Factual messages:

- Better standards, better tests, more accurate info on how our kids are doing, better supports for teachers
- The higher the education level, the less chance for unemployment
- Teachers help write them and 75% like the common core
- Standards, curriculum, and assessments are not the same thing
- Data-based =shines light on trouble
- Bi-partisan support across the board
- Tell our stories of success
- Oregon students are succeeding at all-time highs – CCS keeps momentum moving forward
- 4th lowest grad rate in the nation
- Investment, alignment, policy (affects/effects) – how does impact CCS
- \$ investment really low
- 45 states have adopted
- Strategic investment from the legislature can help ensure common core is implemented effectively and efficiently to support student success
- CCS = career and college readiness
- Early education – show young kids
- Bend stats, Kentucky stats
- Validate that CCS aligns with 40-40-20, strong schools = strong state, CCS will lead to economic success in Oregon
- Oregon’s economic success is dependent on the standards contained in the common core

Messengers:

- OEA (Teachers)
- Business
- Community leaders
- Governor

- students

Communities and Businesses

Key messages:

- Education success = economic success
- We want the best for our children and for our economy
- Better schools attract business and increase revenue (cycling up)

Other emotional messages:

- Fosters innovation
- Educated and prepared students benefit all Oregonians
- Raise the bar and students will jump even higher
- Students didn't "get dumber" our expectations just raised – stay the course
- We need our students to be ready to compete not just here in Oregon but around the country and around the world
- It's about our students graduating so they are ready to compete in today's economy
- Building the state and the nation of the future with a prepared, critical-thinking workforce
- It's about each and every kid
- Investment in education = less crime and healthier communities
- Business and community want a prepared workforce – CCS will lead to this
- It's about all your students being ready in college and career
- We want and need more from our schools and our students
- We want a prepared, local workforce

Rational or factual messages:

- Business groups need higher prepared graduates
- Real estate values go up with better schools
- Students ready for college = no remediation needed
- Remediation costs students, families, and communities over 3 billion a year nationally
- CCS builds math foundation for stem careers
- Do not need to import a workforce if our students are ready

Key messengers:

- School board members
- Legislators
- Chamber of commerce
- Civic groups
- School districts
- PTAs
- Higher Ed
- Faith based leaders

We also brainstormed some ideas around coalition building and additional topics (placed on the side bar).

Ideas Around Coalition Building

- Link the group working on communications and the group working on implementation
- Have educator videos for Oregon
- Create a shared space to list resources and key messages
- Brand the coalition
- Identify common measures/outcomes we expect to see 2, 3, and 5 years out
- Coordinated legislative visits
- Coordinate around common dates and milestones over the next 18 months
- Create opportunities for 2-way communication loops
- Do polling on common messages/perceptions
- Have simple common messages all can utilize
- Incorporate effective practices from other states and coalitions
- Group requested coordination and leadership from ODE around the coalition

Side Bar

- Districts need adopted curriculum aligned with the Common Core
- Additional work needs to be done on community messaging to identify different groups and different messages (business would have different messages than community groups for example).
- Need to get out ahead of drop in test scores next year.
- Need to ID key messengers – generally will not be the people in this room.
- Need to ensure that teachers are being supported to implement the CCS



Oregon Matrix Model Partner Support Letter

From: Super [<mailto:super-bounces+crystal.greene=state.or.us@listsmart.osl.state.or.us>] **On Behalf Of** ODE Communications

Sent: Monday, April 21, 2014 10:04 AM

To: super@listsmart.osl.state.or.us

Subject: [Super] Important Message Regarding Oregon's Educator Evaluation Model

Good morning,

We are pleased to announce that after three years of review, discussion, research, and piloting, Oregon has selected a model for educator evaluation that will be submitted to the U. S Department of Education by May 1 and, once approved, will be used by schools and districts around our state. We want to thank all of the many individuals and organizations who contributed to this multi-year process. Thanks to your input, research, and participation, we feel incredibly confident that not only is this an excellent model, but that it is the right model for Oregon.

The Federal ESEA flexibility waiver provided our state an opportunity to design an educator evaluation and professional growth system that best meets the needs of our students, educators, and schools. The vision that has guided this work was to support student learning through a focus on high-quality practice and instruction, professional growth, and continuous improvement. A key element was a shared commitment to high standards for students and teachers alike and a strong foundation in research and best practice. The overall effort has resulted in a strong evaluation system based on collaborative leadership among teachers and administrators at the local level.

The creation of an educator evaluation system was a serious and deliberate process that took time and effort. Senate Bill 290, passed by the Legislature in 2011, provided the foundation and key elements to guide the development of educator evaluation and support systems. The Oregon Department of Education, under the leadership of the Governor, brought together a diverse workgroup to develop a framework for teacher and administrator evaluation and support systems based on other state models. This workgroup, which included teachers, administrators, and representatives from education advocacy organizations, worked over the course of a year to develop the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*.

After the *Framework* was developed, districts around the state piloted variations of a matrix and a percentage model. The piloting process allowed for a focus on maximizing flexibility and empowering school districts to try different approaches to ensure we were selecting the best model for our state. After the initial pilot year, we received approval from the U.S Department of Education to continue piloting a

second year to give researchers the time to fully review the efficacy, reliability, and comparability of the models. Because we were able to pilot so broadly, we received critical feedback about what was and was not working.

Upon completion of the pilot, we worked with American Institutes for Research (AIR) to gather and analyze results to determine our state's best path forward under the waiver. Through the combination of the AIR analysis and input from pilot districts, we were able to arrive at a single model that represents our state's best work. There has been a shared interest in developing a model that will leverage standards-based practice to support learning, provide a clear connection to professional growth and continuous improvement, and support collaborative leadership around educator practice within each school. Basically, we wanted our new evaluation and professional growth systems to reflect and reinforce our state's overarching educational goals in a way that would support both student learning and educator practice and growth. Thanks to the involvement and expertise of many partners, we believe this is exactly our result.

Our new system is unique in its thoroughness, and it combines three important components: professional practice (the work educators do each day), professional responsibility (the parts of our work that are about seeking continued growth, communication, and collaboration with colleagues), and a growth measure of student learning over time. The educator evaluation process and the Oregon Matrix Model are based on the growth and improvement in student learning and growth and improvement in educator practice. The single Matrix model is a consistent means of measuring educator effectiveness. It doesn't matter if you are in Willamina, Nyssa, Coos Bay, or Pendleton, there will be consistency across the state and comparability within each district. For the first time, educators will be able to use and develop a common understanding about educator effectiveness and a consistent means of measuring that effectiveness.

We are now prepared to forward on the Matrix Model to the U.S. Department of Education for their review. As part of that federal submission, we will be putting out a survey to solicit your feedback and learn more about what tools you anticipate needing in order to successfully implement this new evaluation practice in your schools and districts. We will be going through a finalizing process with the US Department of Education and will also review your feedback for any final opportunities for improvement. Ultimately, the Deputy State Superintendent Rob Saxton will make the final decision on any further revisions. As we know you will be eager to review the model, we have attached it for your reference. Please watch for the upcoming survey to share your responses on Oregon's Matrix Model.

Again, thank you to the thousands of educators and partners who contributed to this model's development over the past three years. We appreciate your bold leadership and the vision you have for education in our state. We are excited to have arrived at such a robust model and look forward to seeing this in use around the state as a tool to enhance practice and student learning.

With gratitude for all you do,

Oregon Educator Evaluation Partners

ODE | COSA | OEA | Chalkboard | OEIB

2015 ESEA Flexibility Renewal
Attachment 3

Notice and information provided to the public regarding
the request

3/3/2015 4:03:00 PM

2015 ESEA Flexibility Waiver Renewal - Stakeholder Feedback

Oregon’s current ESEA Flexibility waiver for No Child Left Behind will expire at the end of the 2014-2015 school year. The Oregon Department of Education (ODE) will be submitting a request for a three-year renewal of Oregon’s ESEA waiver by March 31, 2015.

With its waiver renewal, USED continues to require states to demonstrate commitment to the same core principles of ESEA Flexibility listed below that have been the underpinning of waivers since their introduction in 2011:

- 1) Implementing college and career ready standards and high-quality, aligned assessments for all students
- 2) Implementing state-developed systems of differentiated recognition, accountability, and support
- 3) Supporting effective instruction and leadership through educator evaluation and support systems

It is our goal to review the feedback from various stakeholder opportunities, including this survey tool where appropriate and potentially include ideas, comments or concerns in our state ESEA waiver application and inform implementation support. Therefore, specific ideas as well as your comments will be welcomed.

To provide feedback, please review the documents posted on the ODE website [Federal Flexibility Waiver](#) page and respond in the corresponding sections of the [survey tool](#).

The feedback survey will remain active until March 22, 2015.

Thank you for your participation.

- end -

Contact(s) for this Announcement

- [Theresa Richards](#)  (503) 947-5736
Educator Effectiveness - Director

3/9/2015 1:25:00 PM

2015 ESEA Flexibility Waiver Renewal – Seeking Stakeholder Input

Oregon's current Elementary and Secondary Education Act (ESEA) Flexibility waiver for No Child Left Behind will expire at the end of the 2014-2015 school year. The Oregon Department of Education (ODE) will be submitting a request for a three-year waiver renewal by March 31, 2015.

We would like your feedback on the renewal. To provide feedback, please review the 2015 waiver renewal documents posted on the ODE Federal Flexibility Waiver webpage and respond in the corresponding sections of the survey tool.

Our original waiver, approved in 2012, describes Oregon's strategy for a PK-20 system of education aligned with the three core principles of the ESEA waiver below. Oregon's 2015 renewal includes the following updates for each principle:

Principle 1: College and Career Ready Standards and Aligned Assessments

2015 Renewal:

- Continued support for implementation of the Common Core State Standards and aligned assessment for all students.

Principle 2: School and District Accountability Systems

2015 Renewal:

- Oregon is requesting a pause in our rating system for one year for School and District Report Cards.
- Update exit criteria for Focus and Priority schools in order to exit that status.
- Update process and timelines for interventions for Focus and Priority schools.
- Update plans to ensure that districts provide interventions and supports for low-achieving students in other Title 1 schools.
- Update statewide plans to support and monitor school districts' progress for improving school and district performance.

Principle 3: Educator Evaluation and Support Systems

2015 Renewal:

- Oregon's 2014 waiver was approved with one condition that needs to be resolved in its 2015 renewal. How will Oregon's evaluation model ensure consistency and rigor when setting and evaluating Student Learning and Growth goals using state assessments?

Please note: Principle 1 - College- and Career-Ready Expectations for All Students has been added to the ESEA Federal Flexibility Waiver webpage. If you would like to comment on Principle 1, please go to the [webpage](#) and click on the survey tool currently posted.

We will review the feedback from various stakeholder opportunities, including this survey tool and potentially include ideas, comments, or concerns on this topic in our state ESEA waiver renewal. We will also use this feedback to help inform implementation support where appropriate. Therefore, your specific ideas and comments are greatly appreciated. The survey will close at midnight on Sunday, March 22, 2015. Thank you for your participation.

If you have questions, please contact - Theresa Richards, Director of Educator Effectiveness at 503-947-5736 or Theresa.Richards@state.or.us .

- end -

Contact(s) for this Announcement

- [Theresa Richards](#)  (503) 947-5736
Educator Effectiveness - Director

Related Topic(s):

- [Elementary & Secondary Ed Act \(ESEA\) - Grant/Program Info](#)

Related Page(s):

- [Common Core State Standards \(CCSS\)](#)
- [Educator Effectiveness](#)
- [Federal Flexibility Waiver](#)
- [Priority, Focus, and Model Schools](#)

ODE Strategic Plan Community Advisory Group (CAG)

Agenda and Minutes

February 19th, 2015; (8:30-12pm)

Facilitator: Rudyane Rivera-Lindstrom, Equity Unit

Members Present: Rudyane Rivera-Lindstrom, Ricardo Melendrez, Charlie Bauer, Arturo Lucatero, Helen Visarraga, Markisha Smith, Annalivia Palazzo-Angulo, Karelia Harding, April Campbell, Jonathan Fernow, Magdalena Bombela, Joyce Harris, John English, Serena Stoudemire, Theresa Richards, Lisa Harlan, Iris Chavez

Agenda Key Points and Discussion:

1. **ODE Updates-** Strategic Plan Stock take update, Status update on the latest Strategic Investments, mini presentation of Excellent Teacher Equity Action Plan
2. **Statement of Purpose:** *The purpose of the CAG is to advise, connect, support, impact, and provide consistency and recommendations to the ODE Strategic Plans as it pertains to equity for every student.*
 - Group Objectives:
 1. Nurture a common understanding of equity and connect/align the work of ODE, OEIB, the School Districts, and other agencies.
 2. Create the impact needed for the sustainability of our new system of education.
 3. Identify best practice in our education system for consistency and access
 4. Support the creation of a State of Oregon Equity Policy
 5. Support initiatives in the legislature
3. **Presentations:** Theresa Richards and Lisa Harlan, Helen Visarraga. The primary areas of focus were:
 - Theresa and Lisa presented and updated the group on the ESEA Flexibility Waiver Renewal. They are asking for feedback from the CAG on the process and what they should be asking for.
 - Helen walked us through a wonderful “values” activity to set the tone of how we will be evaluating priorities from the feedback of the equity convening.
 - **Group Discussion** - The group had a meaningful discussion about their values and how they may affect the work we are trying to accomplish in equity. We will use the collected notes and discussion to establish equity work priorities for the agency. They also had great questions and insight on the ESEA renewal process.
4. **Next Steps**
 - **Next meeting will be Thursday, May 28th from 8:30am-11:30am.**
 - In our next meeting we will have our next presentations about the civil rights data needed for the new Teacher Equity Plan, and we will begin to set the priorities of the continued equity work for the state.

Government to Government Education Cluster

Hosted by the Confederated Tribes of Siletz Indians and the Oregon Department of Education

March 6, 2014

[8:30 a.m. to 4:00 p.m.]

Location:

Oregon Department of Education

Public Services Building

2nd Floor Conference Room 251B

255 Capitol Street NE Salem, OR 97301

- | | |
|---------------------------|---|
| 8:30 to 9:00 am | Welcome & Networking |
| 9:00 – 9:20 am | Sarita Amaya, Early Learning Division
Equity Plan, HUBS, Tribal Outreach |
| 9:20 – 11:00 am | Theresa Richards, ODE
Elementary & Secondary Education Act Waiver |
| 11:00 – noon | Tribal Updates |
| Noon – LUNCH & Networking | |
| 1:00 – 1:30 | Tribal Updates (continued) |
| 1:30 – 2:00 | Shadiin Garcia, OEIB
Asset-Based Community Engagement tool |
| 2:00 – 4:00 | Agency Updates / Tribal Input
ODE, YDC, CCWD, HEC, TSPC, OSAC |

The next Government to Government Agency Day is scheduled for September 18th at Confederated Tribes of the Umatilla Indian Reservation (Pendleton, OR).

-----Original Appointment-----

From: BESSNER Melinda

Sent: Tuesday, February 10, 2015 3:07 PM

To: BESSNER Melinda; ODE Studio A; RICHARDS Theresa; ANDERSON Erica; SWEET Russ

Cc: HARLAN Lisa; WIENS Jon (Jon.Wiens@ode.state.or.us); BOYD Tim; BUBL Janet (janet.bubl@state.or.us); COOK Dave (Dave.Cook@ode.state.or.us); BUBL Janet

Subject: Committee of Practitioners WebEx

When: Wednesday, February 18, 2015 11:00 AM-12:00 PM (UTC-08:00) Pacific Time (US & Canada).

Where: ODE Studio A

Dear Committee of Practitioners:

First of all, welcome to our new members! Thank you for agreeing to serve on Oregon's Committee of Practitioners (COPs). Committee members are an important part of the Oregon Department of Education's (ODE) decision-making process and this committee's input is a required component for several of our federal education waivers. Your expertise and experience are a welcome addition to our resources. Our next meeting will be a webinar scheduled for next **Wednesday, February 18th from 11:00am – 12:00pm** to review the changes in our ESEA waiver regarding Title I and to review and provide feedback for Oregon's updated SIG (School Improvement Grant) application.

Attached are the SIG documents for you to review and provide feedback for during the webinar. Also located below are the directions for joining next week's webinar.

We look forward to working with you,
Melinda Bessner

New Directions for joining Oregon Department of Education's webinars:

Committee of Practitioners

Wed, Feb 18, 11:00 AM

- Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/370448965>

- You can also dial in using your phone.

United States (Long distance): +1 (626) 521-0017

United States (Toll-free): 1 877 309 2070

Access Code: 370-448-965

More phone numbers: <https://global.gotomeeting.com/370448965/numbersdisplay.html>

2015 ESEA Flexibility Renewal
Attachment 9

Focus, Priority, and Model (Reward) Schools

Priority, Focus, and Model School List, 2014-2015

Priority Schools

Priority Schools are high poverty schools that were ranked in the **bottom 5%** (approx.) of Title I Schools in the state in 2012 based on Oregon's new rating formula and will retain their "Priority School" rating through the end of the 2015-16 school year. These schools generally have very low achievement and growth and need additional supports and interventions to improve in these areas. Schools receiving ESEA School Improvement Grants (SIG Schools) are also designated as Priority Schools. SIG Schools are identified below with an asterisk (*). Schools designated with two asterisk are Former Priority SIG Schools.

Beaverton SD 48J

Community School*
Merlo Station Night School (closed)

Bend-La Pine Administrative SD 1

Marshall High School*

Bethel SD 52

Kalapuya High School*

Centennial SD 28J

Oliver Elementary School

Dayton SD 8

Dayton Grade School

Eugene SD 4J

River Road / El Camino Del Rio Elementary School

Greater Albany Public SD 8J

Albany Options School*

Gresham-Barlow SD 10J

Hall Elementary School

Jefferson County SD 509J

Jefferson County Middle School*
Madras High School*
Warm Springs Elementary School

Klamath County SD

Bonanza Elementary School
Chiloquin Elementary School

Klamath Falls City Schools

EagleRidge High School**

Lincoln County SD

Siletz Valley School

Mapleton SD 32

Mapleton Elementary School

North Wasco County SD 21

Chenoweth Elementary School

Ontario SD 8C

Ontario High School*

Oregon City SD 62

Oregon City Service Learning Academy*

Portland SD 1J

King Elementary School*
Madison High School*
Ockley Green
Roosevelt High School**
Rosa Parks Elementary School
Woodlawn Elementary School

Reynolds SD 7

Davis Elementary School

Umatilla SD 6R

McNary Heights Elementary School

Salem-Keizer SD 24J

Early College High School**

Hallman Elementary School**

McKay High School**

Roberts High School*

Woodburn SD 103

Washington Elementary School*

Woodburn Success

In accordance with Oregon's ESEA Flexibility Waiver with the US Department of Education, schools who apply for and receive federal School Improvement Grants (SIG) are designated as Priority Schools for the duration of the grant funding period. Oregon's identification of Priority and Focus schools occurs every four years. Due to the timing of identification and SIG funding periods, some SIG schools have exited SIG and Priority School status while others remain Priority Schools.

SIG Schools that became Priority Schools and have earned Report Card ratings of "3" or greater after four years are designated as "Former Priority SIG" schools at the completion of the SIG funding period. Schools who do not reach a Report Card rating of "3" or greater will retain Priority School status.

Focus Schools

Focus Schools are high poverty schools which were ranked in the **bottom 15%** (approx.) of Title I Schools in 2012 and need additional support in closing the achievement gap and addressing achievement for historically underserved subgroups. Focus Schools will also retain their rating through the end of the 2015-16 school year.

Bend-La Pine Administrative SD 1

La Pine Elementary School
Rosland Elementary School

Cascade SD 5

Aumsville Elementary School

Centennial SD 28J

Parklane Elementary School

Central Linn SD 522

Central Linn Elementary School

Central SD 13J

Henry Hill Elementary School (closed)

Eagle Point SD 9

Hillside (*formerly Little Butte*) School

Elgin SD 23

Stella Mayfield Elementary School

Eugene SD 4J

Spring Creek Elementary School

Forest Grove SD 15

Fern Hill Elementary School
Joseph Gale Elementary School

Gervais SD 1

Gervais (*formerly Brooks*) Elementary School
Samuel Brown Academy (*formerly Douglas Avenue*)

Greater Albany Public SD 8J

Lafayette Elementary School

Gresham-Barlow SD 10J

East Gresham Elementary School
West Gresham Elementary School

Harney SD 3

Henry Slater Elementary School

Hermiston SD 8

West Park Elementary School

Hillsboro SD 1J

Brookwood Elementary School
Reedville Elementary School

Jefferson County SD 509J

Buff Intermediate School

Junction City SD 69

Laurel Elementary School

Klamath County SD

Stearns Elementary School

Klamath Falls City Schools

Fairview Elementary School (closed)
Mills Elementary School

Lebanon Community SD 9

Green Acres School
Cascades School

Milton-Freewater Unified SD 7

Ferndale Elementary School

North Clackamas SD 12

Riverside Elementary School

North Wasco County SD 21

Colonel Wright Elementary School

Oakridge SD 76

Oakridge Elementary School

Focus Schools (Continued)

Parkrose SD3

Prescott Elementary School
Russell Academy
Sacramento Elementary School
Shaver Elementary School

Pendelton SD

Nixya'awii Community School (STEP Grant recipient)

Portland SD 1J

Cesar Chavez K-8 School
Jefferson High School
Lane Middle School
Rigler Elementary School
Scott Elementary School
Sitton Elementary School
Vernon Elementary School
Whitman Elementary School
Woodmere Elementary School

Reedsport SD 105

Highland Elementary School

Reynolds SD 7

Alder Elementary School
Glenfair Elementary School
Hartley Elementary School
Margaret Scott Elementary School

Salem-Keizer SD 24J

Four Corners Elementary School
Grant Community School
Richmond Elementary School
Scott Elementary School
Swegle Elementary School

Scappoose SD 1J

Otto Peterson Elementary School

Sheridan SD 48J

Faulconer-Chapman School

Vernonia SD 47J

Vernonia Elementary School

Woodburn SD 103

Academy Of International Studies (at Woodburn)
Lincoln Elementary School
Nellie Muir Elementary School

Model Schools

Model schools are high poverty schools which were rated in the **top 5%** (approx.) of Title I Schools in the state in 2014 based on the new rating formula. They are showcased as models of successful student outcomes and will help support other schools through Oregon's Continuous Improvement Network (The Network). Unlike Priority and Focus Schools, Model Schools have the potential to change from year to year based on the overall achievement and growth of schools within the state. Those schools identified as Model Schools for the 2013-14 school year are identified below with an asterisk (*).

Ashland SD 5

Belview Elementary School
John Muir Elementary School*

North Bend SD 13

Hillcrest Elementary School

Bandon SD 54

Harbor Lights Middle School*

North Clackamas SD 12

Linwood Elementary School

Bend-La Pine Administrative SD 1

Juniper Elementary School
Westside Village Magnet School at Kingston
Elementary School

Portland SD 1J

Self Enhancement, Inc. / SEI Academy*

Sherman County SD

Sherman Elementary School

Centennial SD 28J

Butler Creek Elementary School*

Sisters SD 6

Sisters Elementary School

Culver SD 4

Culver Middle School*

Three Rivers / Josephine County SD

Fruitdale Elementary School*
Lorna Byrne Middle School*
Sunny Wolf Charter School

David Douglas SD 40

Alice Ott Middle School*
Menlo Park Elementary School

Tigard-Tualatin SD 23J

Durham Elementary School*
Tualatin Elementary School*

Grants Pass SD 7

Lincoln Elementary School

Harney County Union High SD 1J

Crane Union High School*

Hermiston SD 8

Desert View Elementary School

Klamath County SD

Keno Elementary School
Merrill Elementary School

McMinnville SD 40

Grandhaven Elementary School
Sue Buel Elementary School*

Neah-Kah-Nie SD

Nehalem Elementary School

Newberg SD 29J

Edwards Elementary School*

2015 ESEA Flexibility Renewal
Attachment 10

A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems

Oregon Framework for Teacher and Administrator Evaluation and Support Systems

Revised for 2014 – 2015

State Guidelines for ESEA Waiver & SB 290

Note: This document will be revised to include Student Growth Percentiles in educator evaluations for tested grades/subjects upon USED approval of Oregon’s ESEA Flexibility Renewal.

OREGON DEPARTMENT OF EDUCATION
255 Capitol St, NE, Salem, OR 97310
www.ode.state.or.us

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I. INTRODUCTION

During 2011-12, the Oregon Department of Education (ODE) and the Educator Effectiveness Workgroup (see Appendix A), established through the Elementary and Secondary Education Act (ESEA) Flexibility Waiver process, developed state guidelines for local evaluation and support systems in Oregon, referred to as the Oregon Framework for Teacher and Administrator Evaluation and Support Systems (Oregon Framework). The Oregon Framework outlines requirements for local evaluation and support systems aligned to state legislation (Senate Bill 290) and the ESEA Waiver criteria.

Oregon's ESEA Waiver was conditionally approved by the US Department of Education (USED) and endorsed by the Oregon State Board of Education in July 2012. During the 2012-13 school year, ODE conducted a pilot in selected districts to study methods for combining student learning and growth as a significant factor in educator summative evaluations to meet all the conditions of the ESEA Waiver.

In October 2015, the U.S. Department of Education approved Oregon's ESEA Waiver. All districts will use the Oregon Matrix for summative evaluations beginning in the 2014-15 school year to determine educators' overall performance level and professional growth plan. The Oregon Matrix is described in detail (see page 27).

Based on the standards of professional practice, the Oregon Framework guides the development of local evaluation systems that promote professional growth and improved teaching and leadership practice. Implementation of a sound evaluation system is critical to producing equitable outcomes where student success is no longer predictable based on race, socio-economics, language, and family background.

Educator effectiveness is critical for improving learning and achievement for all students. To that end, implementation of educator evaluation systems is aligned with district and school improvement, part of the state's system of accountability and support to help students, educators, buildings, and districts move toward the state's 40/40/20 Goal for improving educational attainment.

In the face of increasing evidence that valid and reliable evaluations must include multiple, authentic measures of student learning rather than rely on a single standardized test score, Oregon and its stakeholders, educators, and experts are united in the following commitments:

- No public reporting of individual teacher data
- Not supporting the use of standardized assessment data as the sole measure of student learning
- Not supporting student growth as the sole component on which to base evaluation
- Agreement that for an educator evaluation system to drive improvement of student outcomes, the data and information it provides must be used to improve instructional practices

Overview of the Oregon Framework

The purpose of the Oregon Framework is to provide guidance for implementation of state and federal requirements as districts develop or align their local evaluation and support systems. The framework provides state criteria (required elements) that ensure local evaluation systems are rigorous and designed to support professional growth, accountability and student learning and growth of each student. The five required elements outlined below establish the parameters for all local evaluation and

support systems. Districts align their systems to these elements but have flexibility in their local design and implementation. Local systems must meet or exceed state criteria.

Required Elements in Teacher and Administrator Evaluation and Support Systems:

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels.** Teacher and administrator performance on the standards of professional practice are measured on four performance levels.
3. **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and professional growth plan.
5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

School districts are required to develop or modify their evaluation systems in collaboration with administrators, teachers, and their exclusive bargaining representatives (ORS 342.850(2)(a); SB 290; and OAR 581-022-1723). A collaborative process involving teachers and administrators will result in meaningful evaluations and a stronger evaluation system.

During the 2013-14 school year, all school districts were required to begin implementing their evaluation and support systems but did not include the results of student learning and growth goals in their summative evaluations. During the 2014-15 school year, all summative evaluations must include professional practice, professional responsibilities, and student learning and growth.

Professional development and technical support for districts to implement their local evaluation systems is provided through the Network for Quality Teaching and Learning (HB3233) and other resources. Lessons learned from implementation will be used to continuously improve the state criteria and inform local evaluation and support systems.

Resources for implementation of the Oregon Framework are provided in the Educator Effectiveness Toolkit <http://www.ode.state.or.us/search/page/?id=3759>

II. BACKGROUND

An effective educator workforce is essential for improving student learning and achieving the state's 40/40/20 Goal:

Senate Bill 253 establishes the goal in law that, by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school – with half of those earning associate's degrees or professional/technical certificates, and half achieving a bachelor's degree or higher. This goal, often referred to as the "40/40/20 Goal," gives Oregon the most ambitious high school and college completion targets of any state in the country.

In 2013, under the leadership of former Governor John Kitzhaber, the Oregon Education Investment Board (OEIB) proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network for Quality Teaching and Learning. Conceptualized and passed by the Oregon Legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

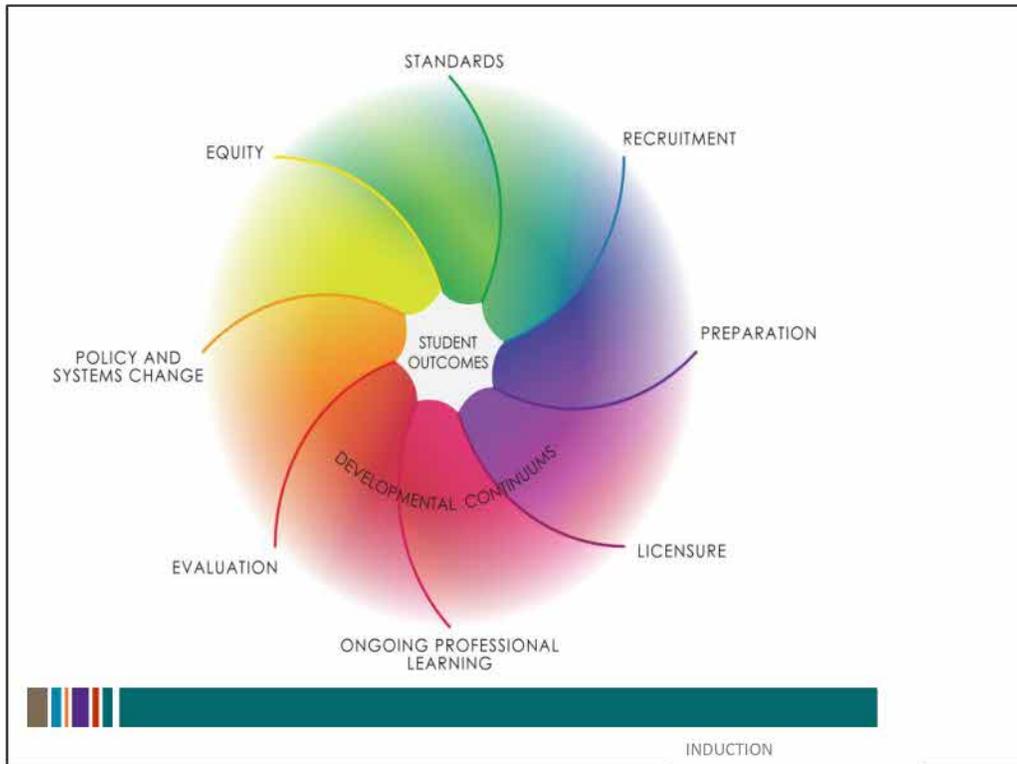
The state will not meet the demanding requirements for improving student achievement without effective teachers and leaders. Oregon educational partners and stakeholders are working collaboratively to create a supportive state policy infrastructure focused on educator effectiveness leading to improved student learning. Oregon's framework for evaluations has been built on a strong foundation of legislative action and collaborative support, as part of a coherent and comprehensive system of educator effectiveness.

Together, Oregon partners and stakeholders are developing a comprehensive educator effectiveness system spanning the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and educator evaluation. The graphic that follows on page 4 is adapted from the CCSSO State Consortium on Educator Effectiveness and illustrates the interrelated components of a comprehensive system designed to improve student outcomes and supported through the Network for Quality Teaching and Learning (HB3233).

Organizations that have played key roles in Oregon's educator effectiveness efforts include:

Oregon Legislature	Committee of Practitioners
Office of the Governor	Oregon University System
Oregon Department of Education	Oregon Coalition for Quality Teaching and Learning
Oregon Education Association	Oregon Association of Colleges for Teacher Education
Confederation of Oregon School Administrators	Stand for Children
Oregon School Boards Association	Chalkboard Project
Teacher Standards and Practices Commission	Northwest Regional Comprehensive Center
Oregon School Personnel Association	Oregon Leadership Network
Oregon School Districts	State Consortium on Educator Effectiveness

Educator Effectiveness System



State and Federal Legislation, Rules, and Policy

The Oregon Framework incorporates the requirements of Senate Bill (SB) 290, House Bill (HB) 3474, Senate Bill (SB) 252 enacted during the 2011 legislative session, and requirements for educator evaluation including the Model Core Teaching and Educational Leadership/ Administrator Standards (OAR 581-022-1723; 1724;1725) adopted by the State Board of Education in December 2011 and revision in 2012. It also draws on national research and the experience of Oregon school districts that are already leading the way in developing strong and meaningful evaluation systems.

Significant bills enacted during Oregon's 2011 and 2013 Legislative sessions have provided a solid policy platform to build an evaluation and support system that is consistent with the ESEA flexibility waiver criteria. This legislation is highlighted below:

Senate Bill (SB) 290

- State Board of Education, in consultation with the Teacher Standards and Practices Commission, shall adopt core teaching standards and administrators standards that improve student academic growth and learning by:
 - a. Assisting school districts in determining the effectiveness of teachers and administrators
 - b. Improving the professional development and classroom practices of teachers and administrators

- Core teaching standards and administrator standards take into consideration:
 - a. Multiple measures of teacher and administrator effectiveness
 - b. Evidence of student academic growth and learning based on multiple measures
- Core teaching standards will attempt to:
 - a. Strengthen the knowledge, skills, dispositions and classroom and administrative practices of teachers and administrators in public schools;
 - b. Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher or administrator and the needs of students, the school and the school district of the teacher or administrator;
 - c. Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator, including the classroom or other assignments of the teacher or administrator;
 - d. Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators; and
 - e. Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator.
- By July 1, 2013, school district boards must use the core teaching standards and administrator standards for all evaluations of teachers and administrators. The process shall be based on the collaboration of teachers and administrators and the exclusive bargaining representative of the employees of the school district.

House Bill (HB) 3474

- Implements HB 3619 Task Force on Education Career Preparation and Development recommendations for:
 - a. Teacher preparation and professional development
 - b. Administrator preparation and professional development
 - c. Licensure
- Requires creation of a comprehensive leadership development system for administrators.
- Directs preparation of a plan to encourage National Board Certification for teachers and administrators.
- Creates the Educator Preparation Improvement Fund to improve preparation of teachers and administrators; allocates funds for incentive grants.
- Directs the preparation of guidelines for a uniform set of performance evaluation methods for teachers.

Senate Bill (SB) 252

- SB 252 (district collaboration grant) provides funding for eligible school districts to improve student learning through the voluntary collaboration of teachers and administrators to implement the integration of performance evaluation systems with new career pathways, research-based professional development, and new compensation models.
- Provides the opportunity to support piloting the development of local evaluation systems following the state guidelines during the 2012-13 school year.

- District applications must be approved by school district superintendent, chair of the school district board, and the exclusive teacher bargaining representative.

House Bill (HB) 3233

A comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. Funded by the 2012 Oregon Legislature in HB 3233 for \$45 million, the Network is designed to invest in each stage of an educator's development from recruitment through teacher leader, including:

- Mentoring for new teachers and leaders in the state
- Fully implementing, and supporting excellence in, systems of evaluation and support for teachers (SB 290)
- Significantly advancing the work of the school district collaboration grant
- Supporting the implementation of Common Core State Standards statewide
- Implementing the state English Learners plan and other efforts aimed at supporting educators to close the achievement gap
- Strengthening clinical partnerships in teacher preparation and reporting systems
- Making progress toward the goals in the Minority Teacher Act
- Developing a professional development portal/clearinghouse
- Supporting the alignment of professional development systems to support school improvement
- Support for rural educators' access to Network resources
- Strengthening student centered teaching
- Developing formative assessments of essential skills
- Strengthening the Educational Equity unit at ODE
- Providing professional development for early educators

ESEA Waiver Criteria for Teacher and Principal Evaluation and Support Systems

Federal requirements

- District teacher and principal evaluation and support systems must:
 - Be used for continual improvement of instruction
 - Meaningfully differentiated performance using at least three performance levels
 - Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities) and other measures of professional practice (which may be gathered through multiple formats and sources)
 - Evaluate teachers and principals on a regular basis
 - Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development
 - Be used to inform personnel decisions
- ODE must ensure districts implement teacher and principal evaluation and support systems consistent with state adopted guidelines

III. PURPOSE and GOALS OF EVALUATION

Effective teaching and leadership matter. Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Evaluation systems must be designed comprehensively to go beyond the use of personnel decision making to inform the growth process across the system and to measure a full range of performance across different settings. The primary goal of elevating teaching, leading, and learning throughout the systems cannot be accomplished with summative assessment alone.

Undertaking the work of designing, implementing, and monitoring an effective evaluation and support system for educators is both complex and time consuming; however, based upon the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance.

The ultimate goal of strengthening teacher and leader evaluation systems in Oregon is to ensure equitable outcomes where *all* students, regardless of background, are ready for college, careers, and engaged citizenship by ensuring the following outcomes:

- Improved student learning at all schools and for all students
- Effective teachers in every classroom
- Effective leaders in every school and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student
- Continuous professional growth for teachers and leaders throughout their careers

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems creates a fair and equitable system to measure teacher and leader effectiveness. Purposes of the evaluation and support systems are to:

- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning
- Strengthen support and professional growth opportunities for teachers and administrators based on their individual needs in relation to the needs of students, school, and district
- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.

Defining Teacher and Administrator Effectiveness

Development of evaluation and support systems should begin with defining the terms “effective” teacher and “effective” administrator. The Educator Effectiveness Workgroup developed the definitions below which reflect the adopted Model Core Teaching Standards (OAR 581-022-1724) and Educational Leadership/Administrator Standards (OAR 581-022-1725).

Teacher Effectiveness

Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility.

By demonstrating proficiency in the adopted teaching standards, effective teachers improve student learning and growth by providing instruction that enables all students regardless of their background to meet and exceed ambitious goals and standards for student learning. Effective teachers empower every student to take ownership of his or her own learning and leverage diverse student assets to promote learning for all students.

Through implementation of the Common Core State Standards (CCSS), effective teachers integrate cross-disciplinary skills to help students master content and apply knowledge and skills to explore ideas, propose solutions, develop new understandings, solve problems, and imagine possibilities. They strive to eliminate achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

Effective teachers use assessment data to monitor each learner’s progress formatively, adjust instruction as needed, provide feedback to learners, and document learner progress against standards using multiple sources of evidence. They also analyze student learning outcomes to plan meaningful learning opportunities, customize instruction for students with a wide range of individual and cultural differences, and incorporate new technologies to maximize and individualize learning experiences.

Effective teachers understand that helping all students succeed cannot happen in isolation; they engage in intensive professional learning, peer and team collaboration, continuous self-reflection, consultation with families, and ongoing study of research and evidence-based practice. Effective teachers demonstrate leadership by encouraging transparency and contributing to positive changes in practice which advance the profession. They also lead by modeling ethical behavior, taking responsibility for the learning and well-being of all students, and supporting a shared vision and collaborative culture. Effective teachers communicate high expectations to students and their families, in particular those who have historically been left behind/marginalized, and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. They perform all duties according to the ethical and competent standards set by the Teacher Standards and Practices Commission.

Administrator Effectiveness

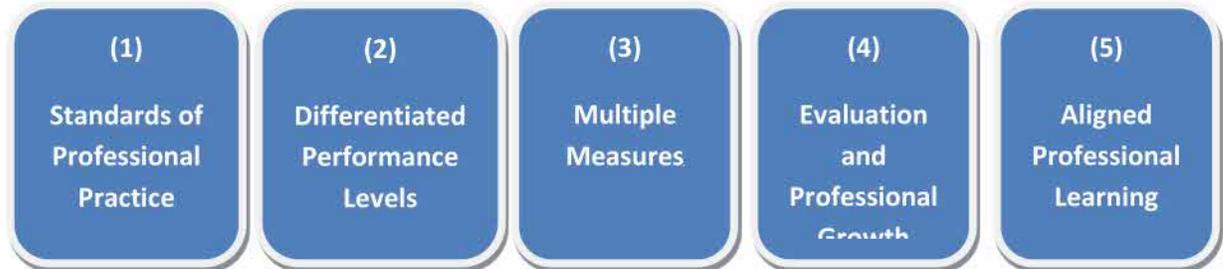
Effective administrators in the state of Oregon integrate principles of cultural competency and equitable practice and promote the success of every student through visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and the socio-political

context of their building and district. By demonstrating proficiency in the adopted educational leadership/administrator standards, effective administrators improve teacher effectiveness and student learning and growth. They also lead by modeling ethical and competent behavior according to all standards set for administrators by the Teacher Standards and Practices Commission.

As the school's instructional leader, effective principals enable critical discourse and data-driven reflection and decisions about curriculum, assessment, instruction, and student progress, and create structures to facilitate instructional improvement. Effective administrators ensure their staff receives support, assistance, and professional growth opportunities necessary to strengthen teacher knowledge, skills, dispositions, and instructional practices in mutually-identified areas of need. By creating a common vision for equity and excellence and articulating shared values, effective administrators lead and manage their schools or district in a manner that promotes collaboration and equity, creates an inclusive and safe, efficient, and effective learning environment, and improves the school or district impact on students, families, and community members.

IV. REQUIRED ELEMENTS OF TEACHER AND ADMINISTRATOR EVALUATION AND SUPPORT SYSTEMS

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements:



These five required elements establish the parameters for local evaluation and support systems. The framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

(1) Standards of Professional Practice: Model Core Teaching Standards and Educational Leadership/Administrator Standards

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards and Educational Leadership/Administrator Standards are the foundation of Oregon's evaluation framework. These professional standards outline what teachers and administrators should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

Oregon legislation (SB 290) called for the adoption of teaching and administrator standards to be included in all evaluations of teachers and administrators in the school district. The State Board of Education adopted the Model Core Teaching Standards (581-022-1724) and Educational Leadership/Administrator Standards (581-022-1725) in December 2011 and requirements for district evaluation systems (581-022-1723).

Both the Model Core Teaching Standards and Educational Leadership standards build on national standards, are research based, utilize best practices, and were developed with a wide variety of stakeholders over the course of several years. Districts are required to build their evaluation and support systems using these adopted standards.

Model Core Teaching Standards

The Model Core Teaching Standards outline what teachers should know and be able to do to help all students improve, grow and learn. The standards outline the common principles and foundations of

teaching practice necessary to improve student learning that encompass all subject areas and grade levels. The standards reflect a new vision for teaching and learning critical for preparing all students for success in today's world and their future.

Key themes for improved student learning run throughout the standards:

- Personalized learning for diverse learners
- Cultural competence
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

The standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) and represents the collaborative work of practicing teachers, teacher educators, school leaders, state agency officials, and CCSSO, including Oregon stakeholders.

The Model Core Teaching Standards are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. See link below for accessing the complete Model Core Teaching Standards which delineates "essential knowledge," "critical dispositions" and "performances."

http://www.ccsso.org/Documents/2011/InTASC_Std MS Word version 4 24 11.doc

The Model Core Teaching Standards include:

(A) The Learner and Learning

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

(B) Content

Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(C) Instructional Practice

Standard # 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Educational Leadership/Administrator Standards

Oregon's educational leadership/administrator standards embed cultural competency and equitable practice in each standard. These standards guide administrative preparation, licensure and job performance. Oregon's educational leadership/administrator standards align with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership. Oregon was very explicit and intentional about highlighting the importance of cultural competency and equitable practices in the administrator standards.

See link below for accessing Performance Standards and Indicators for Education Leaders (ISLLC-Based Models): http://www.ccsso.org/Documents/2008/Performance_Indicators_2008.pdf

The six domains for administrator professional practice:

- Setting widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to, and influencing the political, social, legal, and cultural context

The Educational Leadership/Administrator Standards include:

Standard #1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Educational Leaders:

- a) Collaboratively develop and implement a shared vision and mission;
- b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
- c) Create and implement plans to achieve goals;
- d) Promote continuous and sustainable improvement; and
- e) Monitor and evaluate progress and revise plans.

Standard #2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Educational Leaders:

- a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
- b) Create a comprehensive, rigorous and coherent curricular program;
- c) Create a personalized and motivating learning environment for students;
- d) Supervise and support instruction;
- e) Develop assessment and accountability systems to monitor student progress;
- f) Develop the instructional and leadership capacity of staff;
- g) Maximize time spent on quality instruction;
- h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
- i) Monitor and evaluate the impact of instruction.

Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Educational Leaders:

- a) Monitor and evaluate the management and operational systems;
- b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
- c) Promote and protect the welfare and safety of students and staff;
- d) Develop the capacity for adaptive leadership; and
- e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Educational Leaders:

- a) Collect and analyze data pertinent to equitable outcomes;
- b) Understand and integrate the community's diverse cultural, social and intellectual resources;
- c) Build and sustain positive relationships with families and caregivers; and
- d) Build and sustain productive relationships with community partners.

Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Educational Leaders:

- a) Ensure a system of accountability for every student's academic and social success;
- b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
- c) Safeguard the values of democracy, equity and diversity;
- d) Evaluate the potential ethical and legal consequences of decision-making; and
- e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard #6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leaders:

- a) Advocate for children, families and caregivers;

- b) Act to influence local, district, state and national decisions affecting student learning; and
- c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.

(2) Differentiated Performance Levels for Teacher and Administrator Evaluations

Oregon’s framework for evaluation is designed to assess teacher and administrator performance with respect to the Model Core Teaching Standards and Educational Leadership/Administrator Standards (i.e., standards of professional practice). To assess performance, evaluators use a rubric. Rubrics are scoring tools that describe characteristics of practice or artifacts at different performance levels.

Rubrics are designed with differentiated performance levels and performance descriptors. Performance descriptors are observable and measurable statements of educator actions and behaviors that serve as the basis for identifying the level of teaching or administrative performance. They contain descriptors at each performance level illustrating the types of performance expected at a given level under a given standard of practice. Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance. Descriptors can be used to guide individuals toward improving their practice at the next performance level.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Oregon’s framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). Definitions of each performance level are described in Table 1 below. Districts must use four levels but they may name the levels as desired (for example ineffective, emerging, effective and highly effective). Regardless of the terms used, they must be aligned to the levels described in the table below.

Table 1. Performance Levels

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Level 1	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Level 2	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Level 3*	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Level 4	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

***Level 3 represents proficient**

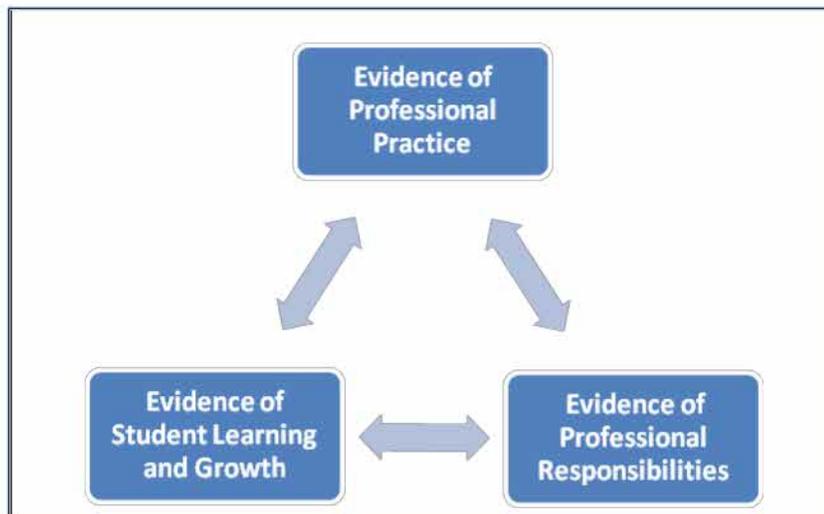
(3) Multiple Measures for Teacher and Administrator Evaluations

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on standards of professional practice (i.e., INTASC and ISLLC). Multiple measures provide a more comprehensive view of the educator’s practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the educator’s evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

Oregon’s teacher and administrator evaluation systems must include measures from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. All teachers and administrators will be evaluated using measures from each of the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teacher and administrator practice as illustrated below. Evaluators will look at evidence from all three categories of evidence to holistically rate performance.

Categories of Evidence for Multiple Measures of Effectiveness



Senate Bill 290 and ESEA Waiver criteria require district evaluation systems to incorporate student learning and growth as a significant factor to the overall performance rating of teachers and administrators. Teachers and administrators, in collaboration with their supervisors/ evaluators, annually establish challenging and meaningful student learning and growth (SLG) goals, select evidence from valid and reliable measures, and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs in the classroom and allow teachers to choose goals based on the needs of their students and select appropriate measures that align with their goals. Administrator goals should be aligned to school and district goals.

Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key; to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

- A. Professional Practice:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.
- a. Classroom Observation
 - Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal
 - b. Examination of Artifacts of Teaching
 - Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work
- B. Professional Responsibilities:** Evidence of teachers' progress toward their own professional goals and contribution to school-wide goals.
- Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms)

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

- C. Student Learning and Growth:** Evidence of teachers' contribution to student learning and growth.

Teachers, in collaboration with their supervisors/evaluators, will establish at least two student learning and growth goals and identify measures that will be used to determine goal attainment (see Table 2 below). They will also specify what evidence will be provided to document progress on each goal. As explained below, appropriate measures of goal attainment depends on teacher assignment.

Teachers in tested grades and subjects: As a requirement of the ESEA Waiver, teachers who teach in tested grades and subjects (ELA and Math, grades 3-8 and 11) must use a Category 1 state assessment for one of their SLG goals and measures from Category 2 or 1 for their second goal.

Teachers in non-tested grades and subjects: These teachers may use measures from Category 2 for both of their goals. They may also use Category 1 as an option, based on what is most appropriate for the curriculum and students they teach. The district will determine if the assessments that are used need to be comparable across just a school or across all schools within the district.

Note: Districts will not have to use Category 1 state assessments to measure SLG goals during the 2014-15 school year as Oregon transitions from OAKS to SMARTER. Educators will use measures from Category 2 for both SLG goals.

Table 2. Types of Measures for Student Learning and Growth for Educator Evaluations

Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon’s state assessments <ul style="list-style-type: none"> ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments¹ 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide
2	<ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria²

¹Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

²ODE assessment guidance can be found at <http://www.ode.state.or.us/search/page/?id=512>

Table 3 illustrates how multiple measures align with the Model Core Teaching Standards for teacher evaluations.

Table 3. Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

MODEL CORE TEACHING STANDARDS										
MULTIPLE MEASURES	DOMAIN 1 The Learner and Learning			DOMAIN 2 Content		DOMAIN 3 Instructional Practice			DOMAIN 4 Professional Responsibility	
	#1 Learner Development	#2 Learning Differences	#3 Learning Environments	#4 Content Knowledge	#5 Application of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning and Ethical Practice	#10 Leadership and Collaboration
Evaluation of a teacher’s performance includes measures from all three categories of evidence:										
(A) Professional Practice <i>Measures of the quality of a teacher’s planning, delivery of instruction, and assessment of student learning.</i>	a. Classroom Observation of Instructional Practice Evaluator’s observation, documentation and feedback on teachers’ professional practices; both formal and informal observations									
	b. Examination of Artifacts Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
(B) Professional Responsibilities <i>Measures of the teacher’s progress toward his or her own professional goals and contribution to school-wide goals.</i>									<i>Examples: professional growth plan, setting student growth goals, teacher reflections, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios</i>	
(C) Student Learning and Growth <i>Quantitative measures of the teacher’s impact on a student (or sets of students) as measured by multiple sources of student data over time.</i>	<p>In collaboration with their evaluator, teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment:</p> <p>a) As a requirement of the ESEA Waiver, teachers who teach in tested grades and subjects (ELA and Math, grades 3-8 and 11) must use a Category 1 state assessment for one of their SLG goals and measures from Category 2 or 1 for their second goal.</p> <p>b) Teachers in non-tested (state test) subjects and grades will use measures from Category 2 for both of their goals. They may also use Category 1 as an option, based on what is most appropriate for the curriculum and students they teach.</p> <p>Category 1: Oregon’s state assessment Category 2: District-wide or school-wide measures that meet state assessment criteria</p>									

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student growth allows for the inclusion of *all* educators in the evaluation system, including those in non-tested subjects (e.g., the arts, music, CTE) and grades for which standardized state tests are not administered. Basing the evaluation on multiple measures of student growth and measures of professional practice and professional responsibility allows appropriate customization of evaluations for teachers responsible for and students with disabilities or English Learners. For these educators, rigorous classroom based measures provides another way to show concrete evidence of teachers' contribution to equitable student growth where standardized tests for their particular subject, grade, or specialization are not available.

While all Oregon teachers are held to the same standards of professional practice, evaluation processes and tools should be differentiated to accommodate the unique skills and responsibilities of special education and EL teachers where applicable.

Specialized skills and responsibilities for teachers who work with students with disabilities may include. *Examples:*

- Knowledge of evidence-based instructional strategies for students with special needs
- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring (specifically with IEP goals)
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments
- Knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties

Specialized skills and responsibilities for teachers who work with English Learners may include.

Examples:

- Increase attention to home language and cultures
- Build connections between the students' school and home
- Employ appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using EL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language acquisition and child development
- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners
- Use a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing

- Assist with implementing a balanced approach of direct teaching using authentic, literature based reading and writing opportunities
- Assist with district and school-wide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting EL programs, disseminate information to appropriate district personnel and provide ongoing professional development, and make recommendations for program adjustments
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to EL programs

Multiple Measures for Administrator Evaluation

The evaluation system must include a variety of evidence-based measures to evaluate administrator performance and effectiveness, based on the Educational Leadership/Administrator Standards (i.e., ISLLC). To provide a balanced view of administrator performance, evaluations of all building administrators (i.e., principals, vice-principals) must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key; accomplished through a collaborative process involving teachers and administrators. The measures listed under each category are provided as examples.

- **Professional Practice:** Evidence of school leadership practices, teacher effectiveness, and organizational conditions.
 - Observation and review of artifacts
Examples: 360° feedback, feedback to teachers, surveys developed collaboratively with staff (re: instructional leadership, teacher/student climate), staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, staff meetings, teacher observations, summative and formative teacher evaluation
- **Professional Responsibility:** Evidence of administrators' progress toward their own professional goals and contribution to school-wide and district goals.

Examples: administrator reflection, self-report, professional goal setting, school-wide improvement goals, data committee meetings, portfolios, parent and community involvement, decision-making, professional development log, staff retention rate, collaborative leadership, school-wide budget, master schedule, teambuilding, teacher evaluations

- **Student Learning and Growth:** Evidence of administrators' contribution to school-wide student learning and growth.
Administrators, in collaboration with their supervisors/evaluators, will establish at least two student growth goals from the categories in Table 2. Administrators must use Category 1 state assessments for one SLG goal (e.g., building-level data on proficiency and growth in reading and math, including all subgroups) and may use measures from Category 1 or 2 for their second goal. As a condition of the ESEA waiver principals must set academic goals.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus. Administrator SLG goals should be aligned with the district's goals and school improvement process and, and where appropriate, Achievement Compact goals.

Table 4 on the following page illustrates how multiple measures align with the Educational Leadership/ Administrator Standards for administrator evaluations.

Table 4. Multiple Measures Aligned to Educational Leadership/Administrator Standards (ISLLC) for Administrator Evaluations

MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/ADMINISTRATOR STANDARDS					
Evaluation of an administrator’s performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
<p>(A) Professional Practice</p> <p><i>Evidence of school leadership practices, teacher effectiveness, and organizational conditions.</i></p>	<p>Observation of Leadership Practice: <i>Evaluator’s observation, documentation and feedback on an administrator’s leadership practices; both formal and informal</i></p> <p>Examination of Artifacts <i>Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback</i></p>					
<p>(B) Professional Responsibilities</p> <p><i>Evidence of administrator’s progress toward their own professional goals and contribution to school- wide and district goals.</i></p>				<p><i>Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback</i></p>		
<p>(C) Student Learning and Growth</p> <p><i>Evidence of administrators’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</i></p>	<p>In collaboration with their evaluator, administrators will establish at least two student learning and growth goals and select measures from the categories below. Administrators must use Category 1 state assessments for one SLG goal (e.g., building-level data on proficiency and growth in reading and math, including all subgroups) and may use measures from Category 1 or 2 for their second goal.</p> <p>Category 1: Oregon’s state assessment Category 2: District-wide or school-wide measures that meet state assessment criteria.</p>					

Student Learning and Growth (SLG) Goal Setting Process

Goal setting for student learning and growth is an important process for every Oregon educator. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting SLG goals helps ensure that lesson design, instruction and assessment result in learning for all students. ODE has developed guidance on the SLG goal setting process that includes the eight required components, sample templates for both teachers and administrators, as well as the SLG Goal Quality Review Checklist and SLG Goal Scoring Rubric. This guidance can be found online at <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slsg-guidance.doc>

(4) Evaluation and Professional Growth Cycle for Teacher and Administrator Evaluations

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research based performance rubric provide the foundation for common expectations, vocabulary and understanding. The evaluation process based on common language empowers the voice of the educator and observer. The following diagram illustrates the critical steps in the cycle. This cycle can be adapted to local district processes.

Evaluation and Professional Growth Cycle



Frequency of Evaluations

The evaluation and professional growth cycle is an ongoing process throughout an educator's career. The cycle begins with a self-reflection and culminates in a summative evaluation. Feedback must be provided to the educator throughout the one-year and two-year cycles. The summative evaluation is the springboard that leads into a new cycle. The summative evaluation occurs on a cycle determined by the educator's contract status:

- Probationary teachers – every year
- Contract teachers – at least every two years
- Probationary administrators – every year
- Administrators – at least every two years

Personnel Decisions

SB 290 and OAR 581-022-1723:

Adopt teaching and administrator standards to improve student academic growth and achievement by assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions. School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).

Steps in an Evaluation and Professional Growth Cycle

STEP 1: Self-Reflection/Determining Needs

Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

STEP 2: Goal Setting (*Student growth goals and professional goals*)

Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.

STEP 3: Observation and Collection of Evidence (*Multiple measures*)

The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation.

STEP 4: Formative Assessment/Evaluation (*Analysis of evidence, Professional conversations, and Professional growth*)

The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.

STEP 5: Summative Evaluation

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator’s performance against the standards of professional practice, attainment of student learning goals, and attainment of professional practice goals. The summative evaluation combines performance ratings from multiple measures: professional practice, professional responsibilities, and student learning and growth. Beginning in the 2014-15 school year, all districts will use the Oregon Matrix for teacher and administrator summative evaluations to determine their overall performance level and corresponding professional growth plan.

Overview of the Oregon Matrix for Summative Evaluations

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Professional Practice & Professional Responsibilities (PP/PR)	LEVEL 4 (Highest)	COLLEGIAL *SLG INQUIRY 3	FACILITATIVE or COLLEGIAL * SLG INQUIRY 3 or 4	FACILITATIVE 4	FACILITATIVE 4
	LEVEL 3	COLLEGIAL or CONSULTING *SLG INQUIRY 2 or 3	COLLEGIAL 3	COLLEGIAL 3	COLLEGIAL 3
	LEVEL 2	CONSULTING 2	CONSULTING 2	CONSULTING 2	COLLEGIAL or CONSULTING * PP/PR INQUIRY 2 or 3
	LEVEL 1 (Lowest)	DIRECTED 1	DIRECTED 1	CONSULTING or DIRECTED * PP/PR INQUIRY 1 or 2	CONSULTING *PP/PR INQUIRY 2
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
X-AXIS: Rating on Student Learning and Growth					

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

Statewide Components of the Oregon Matrix

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:

3.6 - 4.0 = 4 PP/PR
 2.81-3.59 = 3 PP/PR
 1.99 – 2.8 = 2 PP/PR*
 < 1.99 = 1 PP/PR

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

***PP/PR Scoring Rule:** If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

X-Axis: Student Learning and Growth (SLG)

After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 /11) and administrators must use Category 1 for one goal.* The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric. See *Guidance for Setting SLG Goals* for templates and tools to set and score SLG goals <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slgg-guidance.doc>

The evaluator will use the following thresholds to determine X-Axis performance level:

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: <ul style="list-style-type: none"> • 4 on both goals 	You could score: <ul style="list-style-type: none"> • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal 	You could score: <ul style="list-style-type: none"> • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal 	You could score: <ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on one goal

Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

- **Facilitative Growth Plans** - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
- **Collegial Growth Plans** - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
- **Consultative Growth Plans** - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.
- **Directed Growth Plans** - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

The local collaborative evaluation design team will ensure that the Professional Growth Plan resulting from the Matrix is included in the design of the professional growth and evaluation system. The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

Inquiry Processes

SLG Inquiry:

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

PP/PR Inquiry:

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administrator) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Locally Customized Components of the Matrix**District Labels for Levels 1-4**

Levels 1-4 are the four differentiated levels of performance on the district's selected rubric. These levels are defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. If a district's collaborative design team chose labels for these levels, such as Distinguished, Proficient, Basic, and Unsatisfactory, then districts may customize the matrix by adding those labels to the Y- and X-axes.

Other Systemic Differentiated Supports

Best practice would include other systemic differentiations in order to support educators in their professional growth; in other words, depending on what Professional Growth Plan an educator is on, other parts of the evaluation and support systems should differ to accommodate an educator's growth needs.

It is highly recommended that additional supports be provided for educators on Directed and Consulting Professional Growth Plans. Additionally, it is important to differentiate supports for educators who are meeting or exceeding standards. Some local customizations could include, but are not limited to:

- Frequency/duration of check-in meetings with evaluator
- For SLG Goals focused plans, additional training may be necessary on how to set strong SLG goals, how to utilize assessment data, how to progress monitor, etc.
- Number of professional growth goals
- Number of observations (for example, more observations and/or longer observations as the level of plan becomes more supported or directed)
- Number of artifacts for performance level substantiation
- Participation in a mentorship program (as a mentor or mentee) or participation in peer observation structures for formative feedback
- Length of or required number of professional goals could change and adapt based on needs, etc.
- Self-reflection practices (self-assessment, reflection, etc.)
- Frequency/medium of aligned professional learning opportunities (as identified via rubric).

(5) Aligned Professional Learning

The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused and relevant to the educator's goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.

Data gathered from evaluation systems play a key role in identifying needed professional learning. Evidence from observations and artifacts tied to the district performance rubric as well as educator self-reflections and SLG goals aggregated at the district level can reveal areas of focus for professional learning that will benefit groups of educators. It can also identify those staff who can serve as models or leaders in a particular area of practice.

It is important to keep in mind that professional learning occurs in many ways. Job-embedded professional learning, when done well with support from leadership, can result in powerful learning. This can include coursework, peer observation and feedback, and participation in collaborative learning.

In many schools and districts educators engage in job-embedded professional learning through data teams or professional learning teams/communities. The term "Professional Learning Communities" has many interpretations, however to be effective PLCs need to be carefully purposed, structured, facilitated and evaluated. Key components include:

- leadership support and oversight
- clearly defined goals and expectations
- trained facilitation
- designated meeting time
- agendas
- meeting notes to track new learning, progress toward goals, and decisions

Regardless of format, the national Learning Forward Standards for Professional Learning should be used to shape effective, professional learning for all educators. See the Learning Forward website for information at www.learningforward.org

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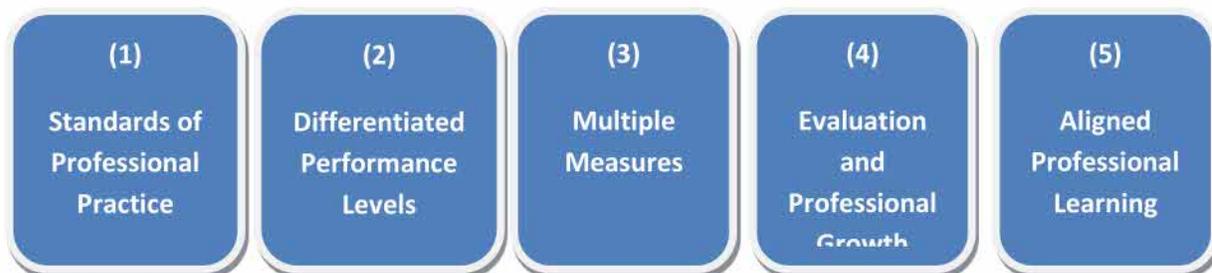
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Oregon’s Matrix Model for Educator Summative Evaluations

Oregon’s Requirements for Teacher and Administrator Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

- **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today’s world. Districts’ selected rubrics must align to these standards.
- **Differentiated (4) Performance Levels.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1 = does not meet standards; Level 2 = progress toward meeting standards; Level 3 = meets standards; Level 4 = exceeds standards.
- **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.
- **Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The **Oregon Matrix Model** is used for the summative evaluation. The matrix model combines measures for professional practice (PP) and professional responsibilities (PR) and student learning and growth (SLG). The Y-axis represents the performance level for PP/PR, and the X-axis represents the performance level for SLG. The educator’s Professional Growth Plan and overall summative performance level are determined by the intersection of the Y- and X-axes. Student Learning and Growth accounts for 20% (with inquiry process) of the educator’s summative evaluation. The Oregon Matrix Model is described on the following pages.

- **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher’s or administrator’s evaluation and his/her need for professional growth.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plan and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	LEVEL 4 <i>(Highest)</i>	COLLEGIAL PLAN With focus on SLG Goals *SLG INQUIRY <i>due to LOW level of fidelity between measures</i> 3	FACILITATIVE or COLLEGIAL PLAN With focus on SLG Goals Determined post inquiry. *SLG INQUIRY <i>due to only SOME level of fidelity between measures</i> 3 or 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan GOOD level of fidelity between measures 4	FACILITATIVE PLAN Educator leads development of Professional Growth Plan HIGHEST level of fidelity between measures 4
	LEVEL 3	COLLEGIAL or CONSULTING PLAN With focus on SLG Goals Determined post inquiry *SLG INQUIRY <i>due to SOME level of fidelity between measures</i> 2 or 3	COLLEGIAL PLAN With focus on SLG Goals GOOD level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan HIGHEST level of fidelity between measures 3	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan GOOD level of fidelity between measures 3
	LEVEL 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	CONSULTING PLAN With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Plan HIGHEST level of fidelity between measures 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan GOOD level of fidelity between measures 2	COLLEGIAL or CONSULTING PLAN Determined post inquiry *PP/PR INQUIRY <i>due to only SOME level of fidelity between measures</i> 2 or 3
	LEVEL 1 <i>(Lowest)</i>	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan HIGHEST level of fidelity between measures 1	DIRECTED PLAN With focus on SLG Goals Evaluator determines Professional Growth Plan GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PLAN Determined post inquiry *PP/PR INQUIRY <i>due to only some level of fidelity between measures.</i> 1 or 2	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan *PP/PR INQUIRY <i>due to only LOW level of fidelity between measures</i> 2
	LEVEL 1 <i>(Lowest)</i>	LEVEL 2	LEVEL 3	LEVEL 4 <i>(Highest)</i>	
X-AXIS: Rating on Student Learning and Growth					

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

STATEWIDE COMPONENTS OF THE OREGON MATRIX

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator’s evaluation cycle?

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district’s rubric. The evaluator will already have gauged the educator’s performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:

6. Add up all component scores to get the total points possible;
7. Divide by the number of components (based on the # of components in the rubric);
8. Get a rating between 1 and 4 for PP/PR;
9. Use the following thresholds to determine PP/PR level:
 - 3.6 - 4.0 = 4 PP/PR
 - 2.81-3.59 =3 PP/PR
 - 1.99 – 2.8 = 2 PP/PR*
 - < 1.99 = 1 PP/PR

***PP/PR Scoring Rule:** If the educator scores two 1’s in any PP/PR component and his/her average score falls between 1.99-2.499, the educator’s performance level cannot be rated above a 1.

10. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. X-Axis: Student Learning and Growth (SLG)

After the educator’s PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator’s rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 and 11) and administrators must use Category 1 assessments for one of the two goals.*

5. Score the SLG goals using the SLG Scoring Rubric;
6. Get a rating between 1 and 4 for SLG;
7. Use the thresholds below to determine SLG level;
8. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score:	You could score:	You could score:	You could score:
<ul style="list-style-type: none"> • 4 on both goals. 	<ul style="list-style-type: none"> • 3 on both goals, or • 3 on one goal & 4 on one 	<ul style="list-style-type: none"> • 2 on both goals, or • 2 on one goal & 3 on 	<ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> goal, or • 4 on one goal & 2 on one goal | <ul style="list-style-type: none"> one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal | <ul style="list-style-type: none"> one goal |
|---|--|--|

III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included.

The following tools are used to score SLG goals to determine the educator' impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by

	more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 (Lowest)	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

IV. Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersect with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator’s Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Facilitative Growth Plans - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

Collegial Growth Plans - The educator and evaluator collaboratively develop the educator’s Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

Consultative Growth Plans - The evaluator consults with the educator and uses the information gathered to inform the educator’s Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

Directed Growth Plans - The evaluator directs the educator’s Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator’s overall aptitude in this measure.

The local collaborative evaluation design team will ensure that the Professional Growth Plan resulting from the Matrix is included in the design of the professional growth and evaluation system. The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

V. Inquiry Processes

Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator’s Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry):

To determine an educator’s Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator’s supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

VI. Aligned Professional Learning

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

LOCALLY CUSTOMIZED COMPONENTS OF THE MATRIX

District Labels for Levels 1-4

Levels 1-4 are the four differentiated levels of performance on the district’s selected rubric. These levels are defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. If a district’s collaborative design team chose labels for these levels, such as Distinguished, Proficient, Basic, and Unsatisfactory, then districts may customize the matrix by adding those labels to the Y- and X-axes.

Other Systemic Differentiated Supports

Best practice would include other systemic differentiations in order to support educators in their professional growth; in other words, depending on what Professional Growth Plan an educator is on, other parts of the evaluation and support systems should differ to accommodate an educator’s growth needs.

It is highly recommended that additional supports be provided for educators on Directed and Consulting Professional Growth Plans. Additionally, it is important to differentiate supports for educators who are meeting or exceeding standards. Some local customizations could include, but are not limited to:

- Frequency/duration of check-in meetings with evaluator

- For SLG Goals focused plans, additional training may be necessary on how to set strong SLG goals, how to utilize assessment data, how to progress monitor, etc.
- Number of professional growth goals
- Number of observations (for example, more observations and/or longer observations as the level of plan becomes more supported or directed)
- Number of artifacts for performance level substantiation
- Participation in a mentorship program (as a mentor or mentee) or participation in peer observation structures for formative feedback
- Length of or required number of professional goals could change and adapt based on needs, etc.
- Self-reflection practices (self-assessment, reflection, etc.)
- Frequency/medium of aligned professional learning opportunities (as identified via rubric).



Guidance for Setting Student Learning and Growth Goals

A Component of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems

Revised April 2014

Note: This document will be revised to include Student Growth Percentiles in educator evaluations for tested grades/subjects upon USED approval of Oregon's ESEA Flexibility Renewal.

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INTRODUCTION

Since the passage of Senate Bill 290 in 2011 and the Elementary and Secondary Education Act (ESEA) Flexibility waiver in 2012, Oregon has begun implementing a new educator evaluation and support system with the primary goal of promoting professional growth and continuous improvement of all educators' practice leading to improved student achievement. The new system clearly defines effective practice and promotes collaboration and shared ownership for professional growth.

Oregon's educator evaluation system requires the use of multiple measures of performance, including evidence of professional practice, professional responsibilities, and impact on student learning and growth. To measure teachers' contribution to student academic progress at the classroom level and administrators' contribution at the school or district level, Oregon is using the Student Learning and Growth (SLG) goals process.

PURPOSE OF THE GUIDE

The purpose of this guidebook is to provide assistance to districts as they implement the SLG goals process. This guidance outlines required SLG goal components and processes to ensure consistency and quality across schools and districts. This updated guidebook (April 2014) clarifies the SLG goal process as a result of piloting the SLG goal process in 2013-14 and reflects Oregon's final state guidelines for educator evaluation and support systems submitted to the U.S. Department of Education as a requirement of the ESEA waiver. This document is designed to replace the *Guidance for Setting Student Learning and Growth Goals* released in September 2013.

Please note the following revisions and requirements for SLG goals:

- (1) Required components for SLG goals (page 5)
- (2) Categories of measures for SLG goals (page 13)
- (3) Required SLG scoring rubric and quality checklist for all SLG goal (page 15)

STUDENT LEARNING AND GROWTH GOALS OVERVIEW

What are Student Learning and Growth Goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their supervisors. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class.

Who Should Set Student Learning and Growth Goals?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators. See Appendix A for definitions and exceptions as they relate to SB290.

Why Use Student Learning and Growth Goals?

SLG goals offer a clear connection between instruction, assessment, and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The SLG goal process measures student learning and growth through various types of assessments (e.g., state tests, interim assessments, projects, or portfolios based on state criteria for quality and comparability). The SLG goal process also helps educators focus on broader priorities with the school, district, or state. For example, SLG goals can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

Advantages of SLG Goals

There are a number of advantages of using SLG goals as a mechanism for monitoring student growth:

- **Reinforce evidence-based instructional practice.** Effective instruction begins with assessing student learning needs. The SLG goal process aligns with good instructional practice in which educators assess student needs, set goals for their students, use formative and summative data to monitor student progress, and modify instruction based on student needs.
- **Focus on student learning.** SLGs are an opportunity for educators to craft clear goals for student learning and document students' progress toward those goals. The SLG goals process allows all educators the opportunity to focus on the specific objectives they believe are important to achieve with their students.
- **Help develop collaborative communities.** Ideally, SLG goals are developed by teams of educators rather than individuals. Educators should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLG goals. The process encourages districts and schools to create official time for collaboration and use existing opportunities, such as professional learning communities and staff meetings for collaboration.

REQUIRED COMPONENTS FOR SLG GOALS

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for teacher and administrator goals.

1. **Content Standards/Skills** - A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough). Effective statements include a rationale for the importance of the selected content/standards.

Example:

8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include at minimum: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator.

Example:

"There are currently 647 students enrolled at EFG Middle School; 308 students are female and 339 are male. Listed below is the ethnic breakdown of students in the school:

- Asian—less than 1 percent
- Native Hawaiian/Pacific—less than 1 percent
- Black or African American—less than 1 percent
- Hispanic—11 percent
- Two or more [ethnicities]—10 percent
- White – 75 percent

Ten percent of the total student population is on an IEP (approximately 65 students) and there are 10 students on 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch."

3. **Baseline Data** - Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Example:

School-wide, only 68 percent of our students (overall) met or exceeded the OAKS benchmark in reading for the 2012–13 school year. 65% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 60% of our students with disabilities met the benchmarks. 50% of students who identify as black, 53% of students who identify as Hispanic, 80% of our students who identify as Native [American], and 59% of our students who identify as multiracial met or exceeded benchmarks.

Following are the percentages at or above the benchmark on the spring easyCBM scores for the 2012–13 school year:

Kindergarten—75%	Third grade—53%
First grade—52%	Fourth grade—56%
Second grade—51%	Fifth grade—29%

Following are the percentages at or above the benchmark on the fall easyCBM scores for the 2013–14 school year:

Kindergarten—32%	Third grade—24%
First grade—47%	Fourth grade—26%
Second grade—31%	Fifth grade—47%

4. **Student Learning and Growth Goal (Targets)** - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

Example:

100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.

- Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
- Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
- Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.

Example that does not meet criteria:

80% of students will earn at least a 3 on a visual arts performance task.

This example does not include all students, does not reference baseline data, and includes the same targets for all students.

5. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 6). Assessments must be aligned to state or national standards and meet state criteria.
6. **Strategies** - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Example: This example is from administrator SLG goal focused on mathematics in grades 6-8.

I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show OAKS scores from 3rd grade on and establishes OAKS growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."

7. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

Example:

"I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Teacher is one training that will help me with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measurable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period."

Goal Setting Conferences

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary

adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;
2. Mid-point to check for progress and/or make adjustments in strategies; and
3. End-point of the course/class to analyze results.

Professional Growth Goals

As part of the district's evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

COLLABORATIVE SLG GOAL SETTING PROCESS

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future classes/courses?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students.
- An individual teacher accountable for an intact group of students writes a classroom or course-level goal.

Districts are encouraged to provide opportunities for educators to collaborate and share information across schools or districts. For example, teachers who do not have a team of peers within their school or district may benefit from collaborating with similarly-situated teachers in another school or district.

Steps for Setting Student Learning and Growth Goals

STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

Conduct a self-reflection. To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because “there just isn’t enough time;” however, the omission of this step often leaves goals without any relevant connection to an educator’s day-to-day practice.

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility;
- Assessment of practice against performance standards; and
- Proposed goals to pursue to improve practice and SLG

STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students’ baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 5.

Determine the students and time period. The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra 1 SLG goal would span the length of an Algebra 1 course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.

Determine the specific standards and content addressed by the SLG goal. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s). See page 13 for guidance on assessments for SLG goals.

STEP 3: Create and Implement Teaching and Learning Strategies

Teachers identify specific instructional strategies that are appropriate for the learning content and students' skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

STEP 4: Monitor Student Progress through Ongoing Formative Assessment

Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

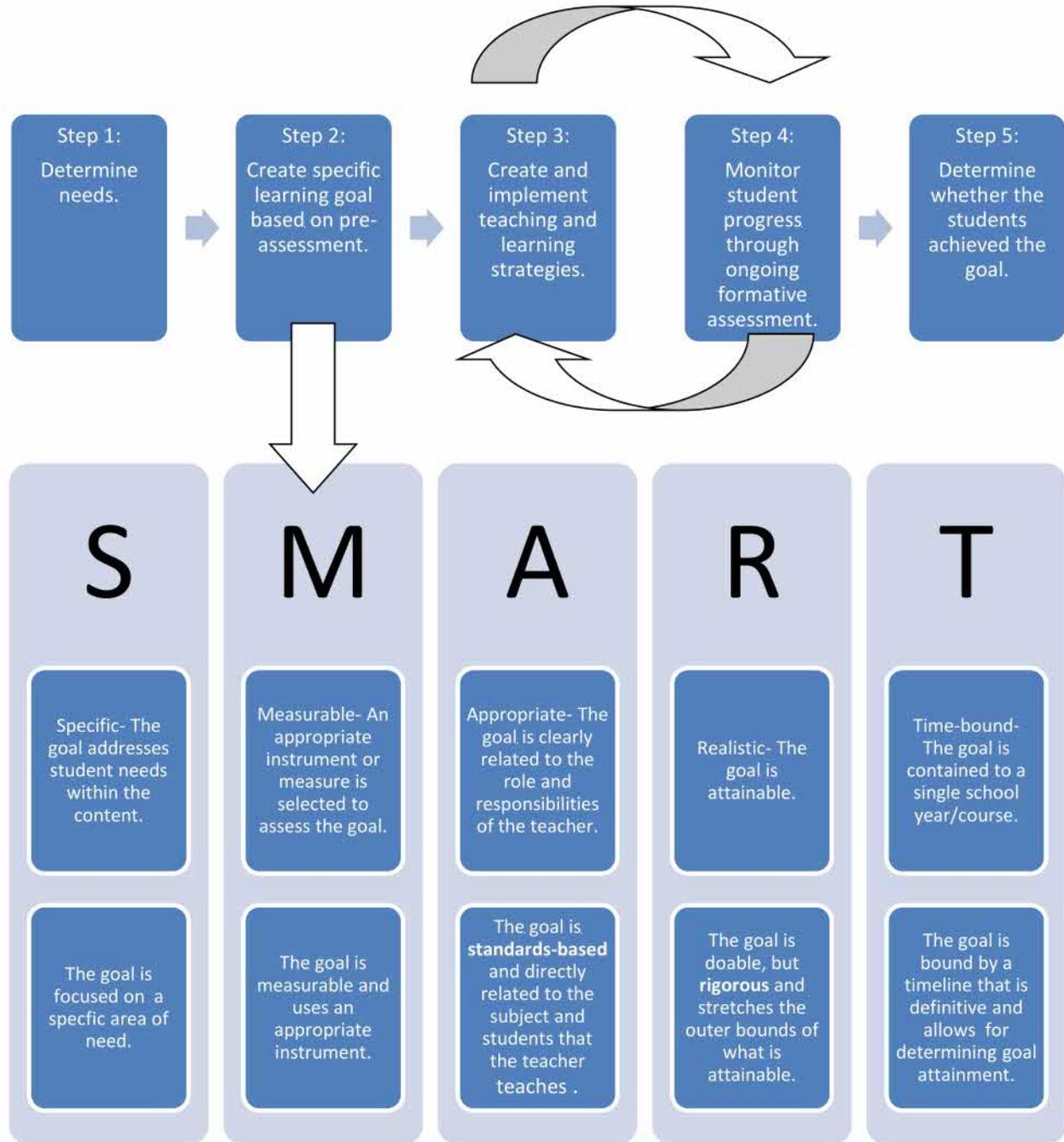
The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate supports/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

STEP 5: Determine Whether Students Achieved the Goal

At the end of the course or school year, educators meet with their supervisors for a final review of the educator's progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator's continued professional growth.

The following diagram illustrates the process for developing SMART goals.

Step-By-Step SMART Goal Process



In step 3, administrators would include leadership strategies that reflect their school or district responsibilities.

SELECTING ASSESSMENTS FOR SLG GOALS

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1. All assessments must be aligned to state or national standards and meet criteria to ensure quality. ODE will provide guidelines and criteria for selecting or developing valid and reliable assessments by June 1, 2014. Valid means assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results. ODE will also provide a list of commercially developed assessments that meet this criteria by June 1st.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1. Categories of Measures for SLG Goals

Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon’s state assessments <ul style="list-style-type: none"> ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments¹ 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide
2	<ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria²

¹Used by special education teachers who provide instruction in ELA or math for those students who take extended assessments

²ODE will provide state criteria by June 1, 2014

Teachers in Tested Grades and Subjects

As a requirement of the ESEA Waiver, teachers who teach in tested grades and subjects (ELA and Math, grades 3-8 and 11) must use a Category 1 state assessment for one of their SLG goals and measures from Category 2 or 1 for their second goal.

Teachers in Non-Tested Grades and Subjects

Teachers in non-tested grades and subjects may use measures from Category 2 for both of their goals. They may also use Category 1 measures as an option.

Administrators

Administrators must use Category 1 state assessments for one SLG goal and may use measures from Category 2 or 1 for their second goal. Data is aggregated at the school or district level.

SCORING STUDENT LEARNING AND GROWTH GOALS

This section addresses the step toward the end of the SLG goal setting process, when all student progress data are in and before the final evaluation conference. Educators score their SLG goals and review and finalize the score with their supervisor/evaluator. Evaluators are responsible for determining the final score.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators’ summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals. The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator’s impact on student learning and growth in the summative evaluation.

SLG Goal Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goals v. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and administrator. This rubric applies to both teacher and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	<p>This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous.</p> <p>This category also applies when results are missing or incomplete.</p>

APPENDIX A

WHO IS REQUIRED TO SET STUDENT LEARNING AND GROWTH GOALS?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluations system requirements described in the Oregon Framework (SB290/ESEA waiver). The following definitions apply to Senate Bill 290:

Teacher: Any individual holding a Teacher Standards and Practices Commission (TSPC) teaching license or registration (ORS 342.125 & 342.144) or who is otherwise authorized to teach in the public schools of this state and who is employed as an instructor at .5 FTE and at least 135 consecutive days of the school year (as per ORS 342.840).

Instructor: Includes those individuals who meet the definition used in ORS 342.121 “Instruction includes direction of learning in class, in small groups, in individual situations, in the library and in guidance and counseling, but does not include the provision of related services, as defined in ORS 343.035(15), to a child identified as a child with a disability pursuant to ORS 343.146 when provided in accordance with ORS 343.041-343.065 and 343.221.” Instruction does include provision of specially designed instruction (special education) provided in accordance with 343.035(19).¹

Administrator: Any individual holding a TSPC Administrator license includes any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

Superintendents who also serve as principals are evaluated by their local school board and are not required to be evaluated under SB290 requirements.

TSPC licensed personnel including special education teachers, counselors, speech language pathologists and library/media and technology specialists are required to set SLG goals. These educators may use measures of learning specific to academic subjects as well as to social, emotional, behavioral, or skill development. For example, a school-wide writing assessment may be used for a library/media specialist SLG goal.

Teachers who only provide instruction in English Language Proficiency for English Learners (often called ELD teachers) are not considered teachers in “tested grades and subjects” because they are not providing instruction in the content areas of ELA and math, but rather the language skills necessary to access those content areas. Consequently, they would not be required to set a goal using a Category 1 measure (state assessments) Sheltered instruction

¹For additional definitions of related services and special education see ORS 343.035(15)(a) and ORS 343.035(18) .)

teachers who provide both instruction in ELA or math content and language proficiency would be required to set a goal using Category 1.

Exceptions

Staff members in those positions that are licensed by an agency other than TSPC (e.g. school psychologists, social workers, occupational therapists, physical therapists) are not obligated to be evaluated under the requirements of SB290 and therefore need not set SLG goals. However, it is recommended that they participate in the evaluation system and include measures of their impact on students related to their job responsibilities.

Teachers who do not instruct students directly, such as Teachers on Special Assignment (TOSAs), instructional coaches, or mentor teachers, are not required to set SLG goals. However, it is recommended that their evaluation include measures of their impact on school-wide and district-wide goals for student achievement.

APPENDIX B

EXAMPLE OF TEACHER SLG GOAL: Science, 8th Grade

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

Goal-Setting Conference	<p>Content Standard(s)/Skills <i>(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education))</i></p>	<p>8.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct a scientific investigation that uses appropriate tools, techniques, independent and dependent variables, and controls to collect relevant data.</p> <p>8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.</p> <p>8.3S.3 Explain how scientific explanations and theories evolve as new information becomes available.</p>												
	<p>Context/Students <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i></p>	<ul style="list-style-type: none"> 43 8th grade students 18 boys/25 girls 6 IEP students 												
	<p>Baseline Data <i>(Summary of student strengths and weaknesses based on data analysis)</i></p>	<ul style="list-style-type: none"> Students need guided practice and repeated opportunities to perform inquiry tasks with emphasis on analysis. Inquiry activities will be used as sources of evidence Pretest data gets attached (Inquiry tasked scored with rubric) <p>The fall 2013 pretest assessment scores were evaluated to yield the following results in the area of analyzing and interpreting results:</p> <table border="1"> <tr> <td>Score</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Total: 43 Students</td> <td>0</td> <td>1</td> <td>37</td> <td>5</td> <td>0</td> </tr> </table>	Score	1	2	3	4	5	Total: 43 Students	0	1	37	5	0
	Score	1	2	3	4	5								
	Total: 43 Students	0	1	37	5	0								
	<p>Student Growth Goal (Targets) <i>(Goals must address growth for all students, not proficiency)</i></p>	<p>For the 2013-14 school year, 100% of students will make measurable progress as assessed using the state scoring guide for Scientific Inquiry. Each student will improve by one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results).</p>												
	<p>Assessments</p>	<p><input type="checkbox"/> Category 1 _____</p> <p><input checked="" type="checkbox"/> Category 2 _____</p>												
<p>Strategies <i>(Include strategies used by the educator to support meeting the needs for student growth)</i></p>	<ul style="list-style-type: none"> Repeated practice with various data/information to analyze and evaluate. Posting of essential questions Peer tutoring Familiarize students with state scoring guide and break it down into student friendly language Students practice in self-assessment using the scoring guide 													
<p>Professional Learning and Support <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i></p>	<ul style="list-style-type: none"> Classroom time to implement activities Classroom budget for supplies to perform authentic inquiry tasks 													

EXAMPLE OF TEACHER SLG GOAL: Math, 1st Grade

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

<p>Content Standard(s)/Skills Addressed <i>(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education))</i></p>	<p>Common Core State Standards for Mathematics 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.</p>
<p>Context/Students <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i></p>	<p>My first Grade class has 28 students. Five students are on IEPs, 2 student are English Language Learners, and 10 students receive Free and Reduced Lunch.</p>
<p>Baseline Data <i>(Summary of student strengths and weaknesses based on data analysis)</i></p>	<p>End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the EOY kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Although the majority of students are scoring overall satisfactory on this assessment, deeper analysis of the data shows that students should be given more opportunities to build fluency with the basic facts to five. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward.</p> <ol style="list-style-type: none"> 1. Review data from kindergarten assessments, if available. 2. Review kindergarten Checklist of Standards. 3. Analyze Pretest of fact fluency to 5. 4. Use the first grade EOY test given at the beginning of the year as a pretest. 5. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students. 6. (Attach class roster to share students' scores on Beginning-of-the-Year Assignment/Performance Task/Assessment.)
<p>Student Growth Goal (Targets)</p>	<p>100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment. Above grade level students will demonstrate proficiency on basic facts through 20.</p> <ul style="list-style-type: none"> • All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment. • All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment. • All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment. • All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment. • All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment. • All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment. <p>Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.</p>
<p>Assessments</p>	<p><input checked="" type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____</p>
<p>Strategies <i>(Include strategies used by the educator to support meeting the needs for student growth)</i></p>	<ul style="list-style-type: none"> • Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students. • Focus on decomposition of number and mental math strategies. • Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency. • Focus team data conversations on sharing data and analyzing student progress on

	<p>classroom-based lessons to develop fact fluency.</p> <ul style="list-style-type: none"> • Differentiate instruction based on use of formative assessments throughout the year. • Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.
<p>Professional Learning and Support <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i></p>	<ul style="list-style-type: none"> • Teaching partner, educational assistants • Professional development on developing common formative assessments

EXAMPLE OF ADMINISTRATOR SLG GOAL: Elementary

Grade Level: Elementary Middle School High School

Goal-Setting Conference	Content Standards/Skills	All Common Core State Standards for Mathematics for grade 2 will be included in this SLG.										
	Context/Students <i>(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)</i>	<p>Second Grade: 105 students Gender: 48 males, 57 Females 23% EL 42% Free/Reduced Lunch 15% IEPs 21% 504s 42% Hispanic, 50% White/Non-Hispanic 8% other</p>										
	Baseline Data <i>(Summary of student strengths and weaknesses based on data analysis)</i>	<p><u>Pre-assessments:</u> Students demonstrated the following levels of performance on the district-developed pre-assessments: a. Second Grade: Students were 35% proficient on average, with a range of 20% to 53%. 2. <u>Historical Performance Trends:</u> In reviewing historic performance on the assessments, our students have historically scored an average of 79% proficient on the Kindergarten summative assessment, 70% on the Grade 1 summative assessment, and 75% on the Grade 2 summative assessment.</p>										
	Student Growth Goal (Targets)	<p>By May 2015, all 2nd grade students at ABC Elementary School will demonstrate growth according to their starting levels on the pre-assessment using the following differentiated tiers outline in the table below. The final assessment will be the summative district-developed math assessment:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Pre-Assessment</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>20%-29%</td> <td>75%-79%</td> </tr> <tr> <td>30%-39%</td> <td>80%-84%</td> </tr> <tr> <td>40%-49%</td> <td>85%-89%</td> </tr> <tr> <td>50%-53%</td> <td>90%-100%</td> </tr> </tbody> </table>	Pre-Assessment	Target	20%-29%	75%-79%	30%-39%	80%-84%	40%-49%	85%-89%	50%-53%	90%-100%
	Pre-Assessment	Target										
	20%-29%	75%-79%										
30%-39%	80%-84%											
40%-49%	85%-89%											
50%-53%	90%-100%											
Assessments	<p><input checked="" type="checkbox"/> Category 1 _____</p> <p><input type="checkbox"/> Category 2 _____</p>											
Rationale <i>(Describe how the focus of the goal was determined)</i>	<p>The learning content standards and focus areas are derived from the required Common Core standards for math, and they are the foundation needed for successful transition to subsequent grades. While all Common Core standards for math are the basis of this principal SLG, our data results have helped us determine a few key areas for cross-curricular focus in mathematics: Place Value and Operational Understanding, and Problem Solving. These key areas are essential for success in subsequent math courses where the basic skills must be used but where a general sense of the meaning of numbers and</p>											

	<p>application to real world situations is essential. We have included real-world, multi-step problems.</p> <p>The targets set are significantly above the district minimum. We know that math is one of our strong points, but we are striving this year to improve our successes. We are asking all of our teachers to include the Common Core standards for math in their instruction. In the enrichment areas of visual arts, music, and physical education, teachers will reinforce key mathematical concepts. To successfully reach these targets, all staff will focus on providing interventions and supports to students.</p>
<p>Strategies <i>(Include strategies used by the educator to support meeting the needs for student growth)</i></p>	<ol style="list-style-type: none"> 1. In-service for all 2nd Grade teachers in Place Value, Operational Understanding, and Problem Solving with an added focus on embedding these processes within the curriculum. 2. Follow up opportunities throughout the year during PLC time for teachers to collaborate and focus on targets. Additional supports to be provided as determined by teacher need through classroom observation and data review.
<p>Professional Learning and Support <i>(Identify areas of additional learning and support needed by the educator to meet SLG)</i></p>	<p>Support and training is needed on classroom observation strategies focused on highlighting teacher strengths and weaknesses in the above areas. Support could include observations conducted with a colleague determined to have a skill set in these areas</p>

TEACHER SLG GOAL SETTING TEMPLATE

Teacher: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	Content Standards/Skills
	Context/Students
	Baseline Data
	Student Growth Goal (Targets)
	Rationale
	Assessments <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
	Strategies
	Professional Learning and Support

SLG GOAL 2

Content Standards/Skills	
Context/Students	
Baseline Data	
Student Growth Goal (Targets)	
Rationale	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
Assessments	
Strategies	
Professional Learning and Support	

Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____

Professional Growth Goal(s)	
Strategies	
Professional Learning and Support	

Mid-Year Review	Collaborative Mid-Year Goal Review			
	Strategy Modification			
	Teacher Signature:	Date:	Administrator/evaluator Signature:	Date:

Year-End Goal Conference	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:

ADMINISTRATOR SLG GOAL SETTING TEMPLATE

Administrator: _____ Contract Status: _____

School: _____ School Year: _____

Evaluator: _____ Date: _____

SLG GOAL 1	
Goal-Setting Conference	Content Standards/Skills
	Context/Students
	Baseline Data
	Student Growth Goal (Targets)
	Rationale
	Assessments
	Strategies
	Professional Learning and Support

SLG GOAL 2

Content Standards/Skills	
Context/Students	
Baseline Data	
Student Growth Goal (Targets)	
Rationale	
Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
Strategies	
Professional Learning and Support	

Sign-Off at Initial Collaborative Meeting: Date: _____ Administrator: _____ Evaluator: _____

Professional Growth Goal(s)	
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	Strategies	
	Professional Learning and Support	

Mid-Year Review	Collaborative Mid-Year Goal Review			
	Strategy Modification			
	Administrator Signature:	Date:	Evaluator Signature:	Date:

Year-End Goal Conference	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Administrator Signature:	Date:	Evaluator Signature:	Date: